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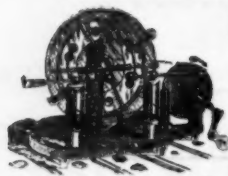
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CONTENTS

EDITORIAL.

Cardinal Newman on Teaching—Women Gaining a Victory—The Study of English—Bismarck on "Over Education"—The Colleges and Business—Throat Disease among Teachers 227
State Certificates..... 228
Horace Mann..... 229

EDITORIAL NOTES.

CONTRIBUTED ARTICLES.

The History of Education. By Edgar D. Shimer, Ph.D. 229
The Study of the "History of Educational Thought." By Prin. Egbert H. Hulce, Amityville, N. Y. 229

THE SCHOOL-ROOM.

Hands and Body Position in Writing. By G—, 230
Drawing Simplified. By D. R. Augsburg, Theresa, N.Y. 230
A Teacher with Tact..... 231
Lessons in Patriotism.—II. By Emma L. Ballou, Jersey City, N.J. 231
Whose Fault?..... 232
A Talk with Boys. 232
Look at the Heavens..... 232
Supplementary..... 232

IMPORTANT EVENTS.

Of Special Interest to Pupils..... 233

CORRESPONDENCE

EDUCATIONAL NOTES

New York City..... 235

BOOK DEPARTMENT.

New Books; Reports; Announcements; Magazines. . 236

COPYRIGHT, 1890, BY E. L. KELLOGG & CO.

AMONG the great men recently dead, Cardinal Newman stands among the first, and it is of interest to know what he thought concerning teaching. And, first of all, he considered it the means of giving spiritual power. He says: "I have ever joined together faith and knowledge, and considered engagements in educational work a special pastoral office. When I was public tutor of my college at Oxford, I maintained, even fiercely, that my employment was distinctly pastoral. I considered that, by the statutes of the university, a tutor's profession was of a religious nature. I never would allow that, in teaching the classics, I was absolved from carrying on, by means of them, in the minds of my pupils an ethical training. I considered a college tutor to have the care of souls, and before I accepted the office I wrote down a private memorandum that, supposing I could not carry out this view of it, the question would arise whether I could continue to hold it. To this principle I have been faithful throughout my life. It has been my defence to myself, since my ordination to the priesthood, for not having given myself to parochial duties, and for having allowed myself a wide range of secular reading and thought, and of literary work."

Here is the confession of an earnest soul yearning for the good of other souls. Even in teaching the classics he looked upon this element as the end of all his work. Many will read these lines who do not belong to the Catholic communion, but all true souls, everywhere, and in all times, belong to the large communion of saints, which, educationally interpreted, means that every true teacher is a spiritual leader. He must be this if he is doing anything worth the doing.

WOMEN are gradually gaining the victory, all along the line. The freshman class of Colby university numbers sixty-three; of these, sixteen are young ladies. This year marks the beginning of the co-ordinate system and the abolition of the mail education system at Colby. The increased number of young ladies and gentlemen in the freshman class this year over any preceding year, proves the wisdom of the movement. In addition, to the number of college buildings has been added a nice, commodious annex for the ladies. It should be remembered that the "Pine Tree state" can boast of her fair population as possessing an unusual share of intelligence and beauty. It is possible Waterville will yet produce some professor rivaling the famous Bologna woman, whose beauty was so dazzling that she was obliged to lecture behind a curtain, that the charm of her person might not detract from the charm of her voice and language.

THE City College of New York was the first of the higher schools of this country to establish a department of English. Under Professor Barton the boys used to study English as seriously and as thoroughly as any other subject in the course. The well known James W. Gerard used to speak of the English department as the leading one in the college, whose influence was felt and acknowledged in all other departments of study. The student then knew how to write English, and to express himself neatly and correctly. It seems to us that it would be a sensible move to bring back those good old times. We commend the *Epoch* of May 9, in its declaration that "the department of English ought to be looked upon as one of the most important ones in the college; for whatever may be the student's vocation in life after graduating, a good knowledge of the English language and its literature he will find exceedingly useful." Sensible, certainly. Let this good sense spread until our English—our magnificent English language and literature shall be valued, as not only equal, but superior to all other languages and literatures the ages have produced.

BISMARCK believes there is such a thing as "over-education." There is such a thing as over-schooling; of that there is plenty of evidence. He makes a mistake in confounding things that differ. He says: "Over-education in Germany leads to much disappointment and dissatisfaction; in Russia, to disaffection and conspiracy. Ten times as many young people are educated there for the higher walks of life as there are places to give them, or opportunities for them, in the liberal professions, to earn a decent living—far less wealth and distinction. I have come across street-watchmen in Russia who had studied in universities and taken bachelors' degrees."

THERE has been a great deal of dispute as to the correctness of Mr. Carnegie's statement that our higher schools are not educating the business men of the community. Prof. Edward J. James declares that he is right, and that the result is very natural. Yet it is nevertheless very unfortunate,

he thinks, "for the higher education of business classes is absolutely essential to permanent welfare. Whether for good or ill, the control of modern life, the school, society, politics, the church, in a word, of civilization itself, is slipping into the hands of business classes. The professional world is losing; the business world gaining. It is no longer the great lawyer, statesman, or clergyman, but the great banker, manufacturer, railroad manager, who speaks the decisive word in many matters of public importance. The higher education of these classes is therefore of fundamental importance to our social and political existence. Existing facilities are inadequate. The literary college in its present form is as unable to meet the necessities of the case as is the so-called business or commercial college. The former gives higher training of a kind unsuited to the wants of modern business men; the latter does not give any higher education at all."

All schools should be one in general aim and method. The higher must be touched by the lower, and the lower by the higher. The words co-ordination and unification have been laughed at, but notwithstanding they express tremendous truths. There is no such thing as higher education or lower education. EDUCATION is the word.

MR. BAILEY, of London, has recently called attention to the serious increase of throat disease which so generally appears among teachers, and he thinks this is due to our modern system of teaching, in which oral lessons play so prominent a part, and which throw a much greater amount of work upon the teachers than fell upon them when a larger proportion of the work was written by the children. This, he thinks, is to a certain extent inevitable, but some teachers carry this oral teaching to an extent which not only is very trying to themselves, but is not good for their pupils. Incessant talking on the part of the teacher gives the children no time to think for themselves; and their attention would be more fixed if the talking were relieved by intervals of silence.

It is a fashion to lay a great many of the ills of life upon teachers' shoulders, even want of thinking and throat disease. What connection there is between the two is not evident, but it is certain that want of thought is not caused by any affection of the larynx. Rather would the cerebrum be the proper place in which to look for its source. But are teachers more afflicted with throat troubles than other people? We think not. It is a sensible thing for a doctor to tell a teacher patient, who has laryngitis to quit teaching, but it is a most insensible thing for him to lay the cause of the trouble at the door of the school-room. A clergyman may shriek at his audience, until both people and preacher are obliged to stop going to church, but it isn't the fault of preaching; it is because the speaker doesn't know how to manage his voice before an audience. We have known a lady who used mild, soft, and distinct tones in conversation, to use the most piercing and harsh tones in her class. She got into the habit of speaking in that way, and couldn't break it up. The difficulty was not with teaching or the school-room, but with herself. She didn't know how to manage her voice. It all lies in knowing how to talk before an audience. It is said that American teachers can be told in Europe by the tones they use. Perhaps so, but this difficulty is not with teachers alone, it is with many Americans in public discourse. Many of our elocutionists have demanded a declamatory style of speech, and required their pupils to thunder out their recitations as though they were contending against the roar of Niagara. But we are learning wisdom, and in the future, when the voice shall be studied more carefully, throat diseases will decrease among both teachers and preachers.

STATE CERTIFICATES.

These may be valuable, and then they may be about as worthless as the paper they are printed on. In the good old times of educational laxity in this state any one who had a little "influence" could get one. The holder usually framed his document, hung it up in the best room, and pointed it to his visitors with pride as an evidence of his learning. On one occasion soon after, one of these old state certificate men had made his little speech, a visitor remarked to a friend that "this certificate was the first evidence he had ever seen of the fitness of his friend for teaching." But New York now guards these documents with great care, and it is quite certain that no one receives them now who has not earned his distinction.

Without mentioning the methods, or want of methods in the various states, of giving these certificates, it is enough to say that some of the newer commonwealths are ahead of their older sisters. *School Education* states that "North Dakota already stands head and shoulders above Minnesota," and expresses a hope that the leading educators of that state may "rise above petty jealousies and work for the passage of a law that will recognize superior scholarship and professional skill." This is a hope that may be cherished by leading educators in many other states. But what has North Dakota done to earn so proud an eminence? We print the points in the law in full, so that all the states may read, copy, and profit:

"The state superintendent prepares all questions, both county and state, and prescribes rules for their conduct. He shall issue a professional certificate good for life. Such certificate shall be issued only to those who pass a thorough examination in all branches included in the courses of study in the common and high schools of the state, including methods of teaching, and shall in no case be granted unless the applicant has had an experience of at least five years, and can instruct and properly manage any high school of the state. Such certificate shall be valid throughout the state. If the holder of a professional certificate shall at any time cease to teach, or be engaged in other active educational work for the space of three years, he shall be liable to a re-examination and to the cancellation of his certificate.

"The superintendent issues a state certificate, to be valid for five years, known as a normal certificate. Such certificate shall be issued only to those who have completed the prescribed course of study in one of the normal schools of the state, or in a normal school elsewhere, having an established reputation for thoroughness. Such certificates shall not be granted unless the applicant shall have taught school successfully not less than two years, and shall be valid throughout the state, and the holder shall be authorized to teach in any of the public schools of the state.

"The state superintendent requires a fee of five dollars from each applicant for a professional or normal certificate, which fee shall be used by him to aid in the establishment and maintenance of teachers' reading circles in the state. He shall revoke at any time any certificate issued in the state for any cause which would have been sufficient ground for refusing to issue the same had the cause existed or been known at the time it was issued."

These are, in brief, the main features of this law, and in the main they are good, but it seems to us that more attention should be given to the history of education, educational psychology, and the science of methods by those who are permanently authorized by a state to teach. Teaching can never reach the dignity of a profession by acts of legislation. Recognized ability is the only force that is going to lift teaching out of the ruts of a vocation into the larger liberty of professional standing.

It is required of every teacher that he "govern well"; but there are thousands of teachers who can hear lessons well enough, but who fail in controlling the activities of their pupils as they think they ought. There are teachers who exercise a powerful influence on their pupils' activities, who keep them in fine order apparently, and yet it may be well doubted if they rise to the height of government. One who governs well, does not nip the self-activity in the bud; he does not compel the pupil to stillness; he does not cork up the energies as we do

effervescing liquids. He attempts to put motives before the child so that he will maintain himself in order.

There are many things to be said on this interesting theme, but one point will be aimed at—the qualities resident in the teacher to effect this result.

The maxim is laid down; he who governs others must first learn to obey. Where does the teacher stand as conforming to the laws of the Creator?

Man is essentially a spiritual being clothed in flesh; he must look on his body as a garment enveloping his spirit. His body has animal passions and propensities that must be brought into thorough subjection. There is an imperative necessity laid upon all men to crucify the flesh; that man or woman who has learned to hold his body in due subjection has gained the first step in holding others in subjection.

But to do this rightly—and there is a wrong way as we know by reading the lives of ascetics—there must be an energy put into the mastering spirit that comes only from above. The spirit of Christ is the spirit of mastery. Introduce that into man's system and you have a new force at work. The man who has put on Christ has become a new creature.

It is plain to us who read history that the nations that acknowledge Jehovah are the mastering nations, feebly as they acknowledge their fealty to Him. And it is also plain that those nations are learning to master their fleshly passions; witness the discussions of temperance for one topic. So that we see that an individual who would master others, must first of all master himself, and that he can best do this by having within him the spirit of the living God.

To that teacher who aims to control others in the right way, the course is rule yourself aright. To do this, continual prayer, for one thing, is essential; draw by continual solicitation the spirit of the great Father to dwell within you. Your pupils will "read between the lines"; they will see that you demand order and obedience from motives that are irresistible.

THE death of an eminent man like Justice Miller, at once calls forth the question as to his early education and mature tastes. It seems that he was fond of calculations and he kept up his studies in mathematics all through his life. It took him some time to find out what he was fitted to do. He started as a drug clerk and spent three years in making up prescriptions. He then went to a medical school and practiced medicine for eight years. When he studied law he took up the study of Latin and acquired a thorough knowledge of the language. Yet he always decried the study of dead languages, and said not long ago that he did not think there was any necessity for a man to waste four years of his life in their study. Said he: "I think that the dead languages are unnecessary and impracticable for the average man. They may do for rich people's sons who will have an independent income and who are training themselves for a purely literary life. As to boys who have to make their way in the world, I think they are useless, and that the scientific studies are far more important." These opinions are valuable, as showing how strong minds look at the various aids to culture. Opinions will differ, even among our best educated men.

TEACHERS can learn an important lesson from the life of the late Justice Miller. At one time a lawyer in arguing a case referred to a decision by that tribunal some two years before. To his surprise, Justice Miller disputed the point, whereupon the counsel, with some tact, passed for the time being to another branch of the case. Shortly afterward the court adjourned, and when it reassembled the next morning and the lawyer was about to take up the objection made the day before, the latter interrupted him and said, with a good-natured, easy-going smile: "You need not elaborate that point. The fact is that yesterday I forgot all about the case you had in mind." No man, not even a justice of the supreme court, is too high to confess an error.

AMONG books for teachers Fitch's Lectures, Parker's Talks, and Quick's Reformers are first class. Bain's Education as a Science and Spencer's Education should be put into the hands only of thoughtful readers. No one should fail to read Page, if for nothing else than getting his spirit. In psychology Sully's Hand Book is good, although it teaches too much materialism. For a practical mind-science book, Welch is highly commended. The truth is, no one can learn psychology from a book—its real study lies outside of it. In the history of education Browning is the best, although small; yet in some particulars he is prejudiced, as, for instance, his views of the schools of the Jesuits. Compayre lacks the historical spirit, and looks at the world too much through French spectacles; yet as a collection of facts it is good, but it needs a live teacher back of it.

No question has been more discussed during the past few years than woman's rights. When Rosa Bonheur was asked whether she had given this subject any attention, she answered, "Woman's rights!—woman's nonsense! Women should seek to establish their rights by good and great works, and not by conventions. If I had got up a convention to debate the question of my ability to paint 'The Horse Fair,' for which England would pay me forty thousand francs, the decision would have been against me. I have no patience with women who ask permission to think!" This is good, but the eminent artist failed to discriminate, as she should have done, between personal excellence and public opinion. From the very nature of the case, it can never make any difference with the value of a piece of art to what sex the author of it belongs, but in the trades and professions it makes a great deal of difference.

In order to get all children into some school in this city, it is proposed to transport scholars at half the present rates of fare, and so fill up down-town buildings where there are empty seats. In some towns in Massachusetts the school board runs a free carriage, morning and evening, to and from the high school building, in order to accommodate some who otherwise would be kept out of school. We are making education more and more free as the years pass by.

TEACHERS sometimes overshoot the mark in trying to get all things according to their ideas of order; for example, a Philadelphia principal recently issued an edict forbidding the girls under her care to wear bracelets. A woman principal in this city a few years ago declared war against bangs. It is to the credit of the profession that such instances are quite uncommon. The majority of teachers believe that bangs and bracelets, *et cetera*, are of far less consequence than character and culture.

It shows that the spirit of advance is abroad when associations in our older states are admitting that the marking system can be discussed. A few years ago its necessity was considered doubtful by very few. Now such organizations as the Connecticut State Association is calling its methods in question.

THE city of New York has begun a new way of modifying class-room work. Each week one of the assistant superintendents delivers a lecture to principals who repeat them to the teachers under their charge. In this way every teacher in this city is reached each week. The question may be asked why it would not be better to print these lectures. The answer is that the living voice and an active, moving personality is far more effective than the printed page. Contact of mind with mind is the best educational force we have.

TEACHING can only be accomplished by occasioning activity in the mind of a child. The Creator has implanted the power to think; the pupil will ordinarily do enough of that. The aim of the teacher should be to direct the thinking. He may need stimulation; he must be set to doing what the Creator intended—investigate. This means ordinarily to hold his attention to a thing.

We see the expression "teach a child to think." It is not correct. You cannot teach a child digestion, can you? No, the Creator has constructed the child so that he digests "of himself." So he will think "of himself." The teacher can furnish the object of thought; he can turn the mind of the child to this object; he can test to see if thinking has been done. Here is the field of work of the teacher:

1. Selecting objects of thought.
2. Directing the mind to them.
3. Testing to see the results.



HORACE MANN.

This eminent American teacher was born May 4, 1796, and died August 2, 1859. Like many other successful men, his childhood and youth were passed in poverty. His early home in Rhode Island was in the smallest district in his town, had the poorest school-house, and employed the cheapest teachers. In addition to these disadvantages he inherited consumptive tendencies from his father, and the poverty of his family was so deep that he was compelled to work so unremittingly, both summer and winter, that at the age of fifteen he had never received more than eight or ten weeks' schooling in any single year. Yet his diligence and application was so great that at the age of twenty he entered the sophomore class at Brown university, from which he graduated with the first honors of his class, although poor health compelled him to lose some time, and poverty required him to teach one or two winters. Immediately after his graduation he became tutor in the college he had just left, but not long after resigned and studied law. Soon after he was elected representative to the state legislature from the town of Dedham, in which he then resided. In 1833 he removed to Boston, where he was elected to the state senate for four successive terms, during which time he was twice its presiding officer. In 1837 the legislature created the state board of education, for the purpose of reorganizing the public school system. Mr. Mann was chosen its first secretary, and during the twelve years in which he held this office he did the great work of his life. His convictions of the need of reforms were genuine, and his wisdom in carrying them out, great. In his seventh report he pointed out the special directions in which reforms were most urgent, and made pointed comparisons between our systems and those of Germany and France. The result was a storm of opposition. His motives, and his work were attacked by means of letters, newspapers, and pamphlets, in the most violent manner. Yet out of all this conflict came complete victory, and when he died, no man could have received higher encomiums. The principal results of Mr. Mann's work were the establishment of normal schools, the creation of school libraries, the stricter preparation of teachers for their work, better ideas of the object of education among the people, and the greater permanence and better pay of teachers.

THE HISTORY OF EDUCATION.

By EDGAR D. SHIMER, Ph.D.

Merely a collection of bald facts, a set of annals, will not give us a satisfactory history of education; for not all historical phenomena are alike significant or equally worthy of attention. Hence there must be a selection of materials if we wish to build a substantial structure. Sifting the essential from the non-essential becomes necessary; subjective activity begins.

We are forced to examine with a critical eye the credibility of the statements accepted for use, and to this end must have recourse to the sources of information. These are first such complete or fragmentary educational works

as have come down to us in their original form, the genuineness of which has never been questioned; and second the reports made by others of the writings or oral teachings of contemporary educators.

It has been common for men to arrive at an entirely subjective estimate by applying as the norm of judgment their own present body of pedagogical doctrine. They seek to transport a system from the ninth century before Christ to the nineteenth after, and judge it accordingly. If it lacks immediate and absolute value they condemn it totally, relativity or nonrelativity. This is the empirical method.

Others restrict themselves to the special doctrine of a single system, or to one aspect of a set of phenomena, and thus isolate these sets of facts as beginning and ending in themselves, instead of forming a connected series. This may be called the critical method.

The philosophical method treats each earlier system as a stepping-stone for the later and thus we find a self-developing whole by establishing the causative connection and relative worth of the phenomena. This method presents not merely a bare fact, or the inner connection of a single system, but the order of development of the different educational stand-points along the whole line of progress. Educational culture aids in the understanding of the history, and the study of the history adds to the culture. It is as though we had lived along the line of centuries and had gone through the inductive processes for ourselves reaching at last our present educational consciousness, possessed of the highest generalizations.

The progress of educational thought from one form to another has been a matter of induction and deduction, not a haphazard growth. It is a proper sequence, the careful study of which will impel a teacher not only to gather and record the educational facts of his own experience but to co-ordinate them, to turn the "un-unified" into the "partially unified;" in other words to make of his knowledge, science. If we are to profit by the experience of mankind we will not disdain to study closely every detail of history that has had or is having any bearing upon educational truth.

This exercise of reproducing the mental labor of the past will in the most natural way lead to a more intelligent exercise of our productive powers, to a more conscientious application of principles, and to the reconciliation of contraries in a higher unity. If we ever succeed in reaching an exact philosophy of education it must be by a complete unification of all educational knowledge.

THE STUDY OF THE "HISTORY OF EDUCATIONAL THOUGHT."

By PRINCIPAL EGBERT H. HULSE, Amityville, N. Y.

These questions naturally arise in the mind of the student in any course in pedagogy: How will this work affect my teaching? In what way will my pupils derive benefit from it? How will my usefulness as a citizen and a member of society be increased? How will it increase the value of my services? From the study of the education of the ancient Greeks, he will appreciate the value of the home and of home training, the influence of the family upon society; and he will aim to purify the homes of the future by a careful training of the fathers and mothers, especially of the mothers, of those future homes. From the old Greek education he is taught the value of physical culture, the desirability of a robust and symmetrical bodily development, and its influence upon the mind. He learns also the value of æsthetic culture, and how a taste for "the good, the true, and the beautiful" may be inculcated. The work of the Sophists warns him to avoid being too much influenced by the popular demand for "utility;" to avoid the sin of "cramming" the minds of his pupils instead of steadily and systematically developing their whole being. Socrates impresses him with the value of a philosophy of education. He inspires him with a desire to be a true teacher; to be willing to make any sacrifice that his pupils may be brought to a knowledge of the truth.

From Aristotle the student learns that in the treatment of his pupils he must allow for inherited tendencies. He must recognize the fact that every human soul possesses an inner consciousness, an inborn sense of right and wrong. He is taught by him, too, the value of "education by doing;" that goodness becomes perfected by practice; that physical culture is an important factor in educational development; and that the musical taste, or the sense of harmony, should be carefully cultivated. Plato impresses him to avoid the error of

attempting to cast all youthful minds in the same mold. From him he learns to respect and preserve the pupil's individuality, and as far as possible to train him to make the most of his natural abilities. The history of the Greek nation as a whole, the lives and teachings of its great statesmen, writers, orators, and philosophers, especially a careful study of Grecian philosophy, enriches the mind, strengthens the character of a teacher and makes him a nobler and better man, as well as a more efficient and conscientious instructor.

What has "Imperial Rome" to contribute to the student of "educational thought"? We answer, Roman education was practical. "Utility" was the all-important object. Conquest and power was the national ambition and object. While the Greek ideal of beauty had its influence upon individuals, and the influence of Grecian philosophy was somewhat impressed upon the Roman mind, yet the Roman thought as a nation was practical instead of ethical. The estimation in which woman was held, the neglect of the education of girls, the oppression and ignorance of Roman slaves, and the absence of a religion of moral purity and a knowledge of the God of revelation, were the principal causes of the disintegration of the Roman Empire. The student has these facts then to learn from her history. The useful in education must not be ignored,—but "the useful must be made beautiful,"—that the existence of just laws protecting equally all citizens is necessary for the stability of a government, and that morals and religion cannot be ignored in a perfect system of education.

The influence of Christianity and of the Christian fathers and teachers next presents itself for the student's consideration. From a careful and thoughtful contemplation of historic facts, the student of educational thought must conclude that the Fathers of the Christian church failed to fully comprehend the Christian gospel. To them it was a means of salvation in the life to come only. The civilization and the culture already attained had no connection with its mission, and no part in its work. This world was a moral wreck, from which believers in Christ only would be saved. In their system of education, physical culture was entirely neglected, mental was very limited, and spiritual development only was sought. They failed, too, to recognize woman's part in the elevation of the race, to comprehend that our race can only be surely and permanently elevated by a systematic development of all the powers of all its individual constituents.

From the life and works of Ascham and Montaigne, Milton and Locke, Comenius, Rousseau, and Pestalozzi; Froebel, Fenelon, Jacotot, and Spencer; Horace Mann, Barnard, Page, and a great number of cultured and trained teachers of the present time, he not only learns much of the science and art of teaching, but receives courage and inspiration from their example of unselfish devotion and untiring energy. A study of the lives and characters of Pestalozzi, Page, Mann, and Barnard, especially, must condemn the careless, selfish teacher, and inspire and cheer the earnest seeker for a better way. This work, then, carefully and conscientiously performed, will have an immediate influence upon the pupils of the student. His conscience will not allow him to continue to do superficial work. His pupils will partake of his spirit, for a student-teacher comes to his pupils with a fresh mind and a teaching spirit. If he becomes a better teacher, he must become a better man. His character will widen, strengthen, and become purer. He will therefore become a better citizen and a more useful member of society. It is yet too early in the world's history to expect entire appreciation in any work of reform, or to think of receiving a pecuniary reward commensurate with the effort expended; nevertheless, a teacher who is determined to succeed, who makes his services desirable, and who becomes a "master-builder" in erecting the "temple of knowledge," need have no fears concerning a position, or pay for his work. Teachers of skill and experience are always in demand; and as the world grows wiser and better, and the importance of the work is more generally recognized, there will be an increasing demand.

The answers to the questions stated at the beginning of the discussion of our theme, may then be briefly answered as follows: This work directly influences the pupils of the student, his school changes for the better; his power and usefulness in his community is made much more potent; he magnifies his office, and elevates his profession; he is making himself a man whose services the world will want, and whom posterity will remember and honor.

THAT method of teaching that leads the pupil to investigate for himself is the best method.

THE SCHOOL ROOM.

Oct. 25.—DOING AND ETHICS.
Nov. 1.—LANGUAGE AND THINGS.
Nov. 8.—EARTH AND NUMBERS.
Nov. 15.—SELF AND PEOPLE.

HAND AND BODY POSITION IN WRITING.

By G—.

What are we going to do with the children, from the lowest grades of the primary department to the highest grades of the high school, who persistently, day in and day out, with only spasmodic interruptions, sit in a cramped position at table or desk while writing, as they painfully, with distorted fingers, draw letters upon slate or paper? What teacher has not again and again started out with her class at the beginning of the term with the grim determination to conquer this tendency on the part of her pupils, and to secure, by the end of the term at least, a modification of the prevailing habit, to which she not infrequently finds every member of her class addicted? And what teacher two weeks later is not growing weary in her well-doing and mentally vowing that this is positively her last attempt to overcome a habit that she has once more demonstrated her inability to cope with? There is usually at this time also a statement made by the vanquished one that the place to correct this habit is in the start of the child's school experience, and that there is little use in a grammar-school teacher attempting to correct a fault that has been growing through years of mispractice in lower grades. But send these same teachers down to the lowest primary grades and, though they would again make a heroic effort to correct a fault that they find the little ones possessed of on their entrance to school, there would once more be a relapse, and perhaps a conclusion arrived at, that it was an utter impossibility for them to secure the desired end.

As no pupil would of his own accord ever drift into a correct body and hand position in writing, I think it is the business of the teacher to show or teach him this. But note the following:

1. Many pupils are kept from holding their pens in the right position by the line of action pursued by the teacher.
2. I can cite case after case of pupils who have left school after eight years of training in writing, with the most pronounced bad habits of hand and body position, whom the business world has whipped into the traces in less than six months thereafter.
3. Not one out of ten of these teachers who find it so difficult to train their pupils to a correct holding of the pen, knows how to correctly hold her own pen, or, knowing how, practices it.
4. It is possible to teach pupils in the lowest primary grades to sit correctly during writing, and to hold their pencils in the right way.
5. Children in grammar grades who have for years held their pens in the wrong form may be made to write in the correct way.

The value to the pupil permanently of free-hand writing exercises, in which for the short time of their continuance he is constrained to sit in a good position and to hold his hand correctly, is but slight. Usually, he relapses at once into a bad position as soon as he takes up work with the pencil on slate or paper if the lesson is not distinctively one in writing. Here the teacher makes one mistake. As soon as the cry ascends for correct body and hand position there must be no diminution along the whole line of pen and pencil labor. It does not matter whether the pupil is writing a letter, performing an example in arithmetic, or writing a spelling lesson—all must be done in form. Persistence in this plan goes far in establishing a good habit in place of a bad one.

Until the better mode of sitting and of holding pen or pencil is established, the teacher must take not a little work from the pupil that is not so neatly executed as before. The pupil desiring to pass to the teacher, for her inspection, as neat work as possible, takes the plan for preparing that work that he has found to be the most productive of good results—he draws his work with cramped fingers simply because he can at present get better results in that way,—results that will meet with the approbation of his teacher.

The teacher is constantly taking from her pupils work that does not represent the best effort of the children. In this she is doing the pupil an almost irreparable injury. In a written exercise that was given a class one day last week, but three pupils in the class claimed that the work

of copying a set of songs for Decoration day was done the best they could do. In another class every pupil claimed, and justly, that the work passed in presented their best effort. It is quite popular in these days of rush and hurry to assign home-work to pupils, which they copy from the board to books kept for that purpose. Theoretically these books should show a gradual improvement from day to day. Practically they need to be read backward to show this.

Now why is it that a boy can go out into the world of business with his bad body and hand position and soon get straightened out? I do not mean to say that every boy soon after entering a business career learns to hold his pen correctly, by any means. I mean to say that many do. And the reason is obvious. They cannot do the work demanded, of them and thus retain their positions, unless they get themselves into shape for doing that work.

This they soon find out and govern themselves accordingly. It does not take a bright boy long to see that the reason that Mr. Jones can turn off more and better work than he can, is because Mr. Jones sits in better position than he, and holds his pen and pen-hand in better form. But my other three propositions I must leave to another time.

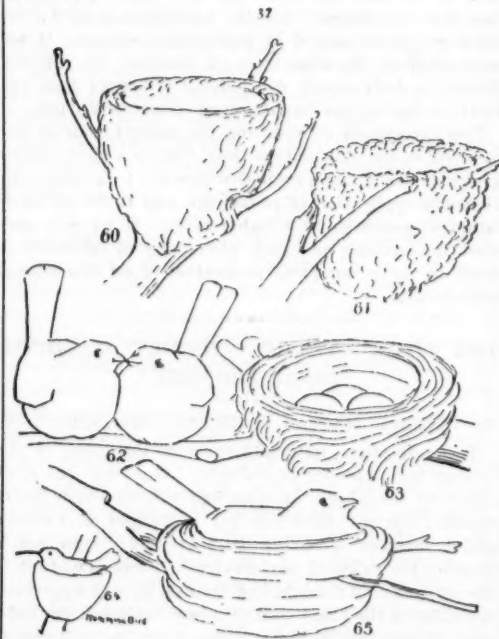
DRAWING SIMPLIFIED.

By D. R. AUGSBURG, Theresa, N. Y.

[CONTINUED FROM PAGE 168.]

The birds' nests are examples of the vertical cylinder, and the two birds themselves of the receding cylinder.

The illustrations marked with numerals are taken from "Easy Things to Draw," a little book full of simple blackboard pictures suitable for every day use in the school-room.



REVIEW QUESTIONS.

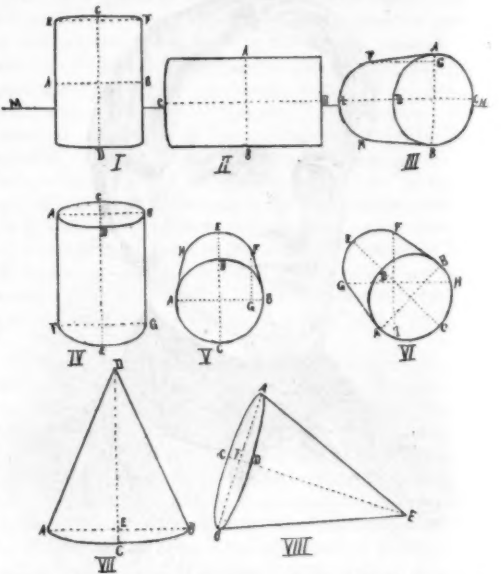
- (1) How many kinds of lines are used in drawing the cylinder?
- (2) When is the round end of the vertical cylinder a horizontal line? (See 1, plate I.)
- (3) When is the round end of a horizontal cylinder a vertical line?
- (4) What line determines how the vertical cylinder shall be drawn?
- (5) What point determines how the horizontal cylinder shall be drawn?
- (6) Why does the end of the stump in Ill. 10, that rises above the horizon line, curve upward?
- (7) Why is the end of the stump on a level with the horizon line, horizontal?
- (8) Why do the ends of the nearest log on the right in Ill. 11 curve outward?
- (9) Why should the lower line of the tent in Ill. 12 curve downward?
- (10) Is nest 60 above or below the level of the eye? Why?
- (11) If nest 61 was above the level of the eye could you see it?

Do not copy blindly.

HOW TO DRAW THE CYLINDER

[Small letters and the word edge will refer to the real cylinder and large letters and the word line will refer to the drawing.]

Procure a common fruit can for a cylinder.



Place this cylinder about on a level with the eye as in problem I. *MN* marks the level of the eye.

The unit of measure is its longer diameter, *AB*. This is so in all of the problems.

Draw the indefinite line, *AB*, to represent the diameter of the cylinder. This line may be drawn any length, and becomes the unit of measure for all the other lines in the cylinder.

Compare the unit of measure, *ab*, with the distance from *c* to *d*, on the real cylinder, and then make the same comparison on the drawing, after the manner of measuring the cube. This will give the points *C* and *D*. Through the points *A* and *B* draw vertical lines and through the points *C* and *D* slightly curving lines meeting the vertical lines. You can detect how much edges *c* and *d* curve by using the pencil as a straight edge; hold it horizontally so as to pass through the points *e* and *f*, and the amount of curvature will be seen plainly.

Prob. II. Place the cylinder in the position indicated by the drawing.

Draw the unit of measure *AB*. Compare *ab* with *cd*, and make the same comparison in the drawing. Through *A* and *B* draw horizontal lines, meeting the curved lines drawn through *C* and *D*. If the curved edge *d* is directly in front of the eye as in the drawing, it will be a vertical line, otherwise it will curve slightly.

Prob. III. Place the cylinder in position as indicated by the drawing. Draw *AB* the longer diameter for the unit of measure. Compare *ab* with *cd*, and make the same comparison in the drawing. Place *C* and *D* equally distant from the unit of measure *AB*. Through the points *A*, *B*, *C*, and *D*, draw the ellipse. Compare *cd* with *de* to find the point *E*. Pass the upper edge of the pencil horizontally through *f* and note how far below the point *a* it falls. Mark this point in the drawing on *AB* as at *C*, and from it draw an indefinite horizontal line. This line will pass through *F*. Find and draw a similar line for *H*. Through *E* draw a line parallel to *ADB*. It will pass through *F* and *H*. Draw *AF* and *BH*.

Prob. IV. Place the cylinder below the level of the eye as indicated by the drawing. Draw the longer diameter, *AB*, for the unit of measure. Compare *ab* with *cd* to get the points *C* and *D*. Through *A*, *B*, *C*, and *D* draw the ellipse. Compare *ab* with *de* to find the point *E*. If the lower edge of the pencil is passed horizontally through *f* and *g*, the curvature, *feg*, can be easily seen.

Prob. V. Place the cylinder below the eye as indicated by the drawing.

Draw the longer diameter *AB* for the unit of measure. Compare *ab* with *cd* to get the points and *DC*. Draw the ellipse *ADBC*. Compare *cd* with *de* to find the point *E*.

Pass the pencil vertically through *f* and note how far at the left of *b* it passes. Mark this point on *AB* as at *G* and from it erect an indefinite vertical line. The point *F* will be in this line. Find a similar line for *H*. Through *E* draw a curved line parallel or nearly so, with *ADB*. Where it crosses the indefinite vertical lines it will mark the points *H* and *F*. Draw *AH* and *BF*.

Prob. VI. Place the cylinder as in the drawing. Draw the longer diameter *AB*. Compare *ab* with *cd* to get the points *C* and *D*. Draw the ellipse *ADBC*. Compare *cd* with *de* to find the point *E*. Pass the pencil vertically through *f* and horizontally through *g* to find out where they cut the ellipse *ADBC*, then draw the curved end *GEF*, and the lines *AG* and *BF*.

Of course it will not be necessary to go through this process each time. With a reasonable amount of practice it will be easy to draw the cylinder with the unaided eye.

A TEACHER WITH TACT.

The teacher had not reached Thomas. He had been put into her class in the hope that an awakening from the mental torpor into which he had fallen in the previous grade, might be secured. Miss B., his teacher, had scored several successes in the line of bringing boys up out of mental sloughs, into which they had fallen, through the use of machine methods employed by Miss Routine, the lady that presided over the room that adjoined hers. Thomas came to school for the reason that he was forced to attend its sessions by certain home influences brought to bear by his parents. (How many of your pupils, fellow-teacher, would leave school tomorrow, if they were not held there by some external force?) The parents of Thomas were well aware that there was something wrong with their boy, but what that something was they were unable to tell. They had a vague idea that the school that Thomas attended ought to do more for the boy than it did in the way of making a man of him, but how to bring about the "might be" in his case was beyond their power to solve.

Miss B. discovered very shortly that Thomas hated books and further that school yielded him no pleasure. This was not a new condition of affairs for her to confront. She had a strong feeling that it was especially the work of the teacher to make the children look upon their school life as enjoyable.

Mental inactivity had left its mark upon Thomas. Intellectually, and hence physically, he slouched. It was seldom that more than one of the five feet that marked his height appeared above the level of the top of the desk. The remainder of his stature was in a tangle beneath. In standing, he sagged over, either to the right or to the left, and long continued sliding under the desk had induced an outward curvature of the spine, particularly distressing to the eye of one that looks to an arrow growth as his ideal.

In the geography class Thomas gave answers to questions which Miss B. asked him, that led her to the conclusion that he had a very vivid imagination, little regard for truth, an absolute ignorance of the data that the geography supplied, and, withal, a desire to please. This last quality she looked upon with not a little satisfaction. She bided her time and in no way attempted to force the situation.

At the end of the fourth day the boy himself brought things to a climax. Boys of this type generally introduce the occasion for their making or further unmaking. Miss B. was at the farther end of the room correcting the dictation paper of one of the pupils, when she became aware that a brisk business was started in Thomas' vicinity. At a glance she took in the situation. The boy was carving, and the subject on which he labored was the desk in front of him. He was wrapt in the work, and unmindful of the passage of looks between Miss B. and the other pupils near him.

Miss B. has a way of thinking before she speaks, and the habit was of benefit to her in this case. Before she spoke here, she passed quietly around, stopping on the way to do a little other work, and presently stood by his side, unseen by the boy, and watched him as he worked. Think of that, ye worshipers of wood in the shape of school furniture! Think of a school desk being carved before your very eyes, and you standing by without so much as a protest! Why not apply the formula of Miss Routine to the case? Here it is:

Miss Routine.—(very sharply) "Thomas!"

Thomas.—"Ma'am? (Stopping his work meanwhile, closing the knife, and putting it in his pocket.)"

Miss Routine.—"What are you doing? (A needless query on the part of Miss R., as she has seen the boy at work. But in asking this question she will give him an opportunity to tell a lie, and she hastens on in the usual way.)"

Thomas.—"Nothing."

Miss Routine.—"Bring me your knife." (Confessing by this command that she knew what Thomas was doing. Thomas shuffles up to the teacher, deposits in an ungraceful way in her hand the knife, and is making his noisy way back again, when—)

Miss R.—"Thomas."

Thomas.—"Ma'am?"

Miss R.—(Glancing round the room and finding all the corners already occupied with delinquents.) "You may take this note to the principal." (Thomas takes the note

to the principal, while Miss Routine passes on in the consideration of the proper use of "between" or "among" as applied to two, or more than two, persons or things.) The formula is not very hard to learn; some who have the training of children in their hands are very apt in acquiring it.

Now Miss B. would willingly have sacrificed all the seats in her class-room if, by this means, she could have secured a grip of Thomas so firm as to ensure her ability to mold him into a boy who would amount to something in the world; so she stood and watched him as he carved, with spirited and rapid strokes, an oblong-shaped cavity in the edge of the desk. There were two things that she saw. He had a consummate skill in the use of the knife, and the knife was keen as a razor. And then there came to Miss B. an inspiration. I think that Miss B. often had these inspirations, and that they were from above. Inspirations are of not infrequent occurrence among those who are put to teach the young, but their origins are from different directions. Miss B. had an inspiration then and there, I am sure. She put a hand on the boy's shoulder, and Thomas looked up. Then he immediately looked down, and gradually sank and sank, lower and lower into the seat. Miss B.'s hand sank with him, and when the conformity of the seat would permit no further depression of his body, he found his teacher's hand still resting on his shoulder.

"Let me take your knife, please, Thomas." Thomas still hung his head but passed the knife up and Miss B. took it.

"Where did you get it?" Thomas' eyes were forced to take an upward look, and that was just what Miss B. wanted to gain from the boy without directly requesting him to give his attention in that direction. When he looked toward his teacher he found her cutting long, slim shavings from her pencil with the knife that had been used for desk-cutting a moment before. And more than that, he found that Miss B. was not looking at him at all but was paying strict attention to the sharpening of that pencil. Thomas could not stand a direct look in the eye from any of his teachers. Few boys that are going on the down grade can, and Thomas was decidedly on the down grade. Quite a bright idea on the part of Miss B. to recognize this fact, and gauge her action in accordance with it, was it not?

"Your knife is very sharp, my boy; who sharpened it?"

"I did, ma'am."

"Will you sharpen mine, please? It does not cut at all like yours." She put her own knife on the desk in front of Thomas.

"Yes, ma'am; I'll bring it back this noon." Then she went back to her work, after returning the knife to its owner and seeing Thomas deposit her pearl-handled knife in his pocket. She did not say a word to the boy about the work she had seen done in the way of carving, but he knew she had seen it, for her eyes were looking straight at it one time during the conversation. When she went back to her other work, Thomas had a feeling that he would not cut the desk any more, that it would take a boy considerably larger than he to get the contract of sharpening the teacher's knife away from him, and that he would get "square" with Miss B. somehow at an early date. Ten minutes later the teacher's heart gives a quick leap in answer to the sight of Thomas hard at work on an approaching lesson in arithmetic.

Before Thomas left that noon Miss B. "happened" in his vicinity, and passing her hand over the desk at the place where the carving of the moraine had been done, said, "If a piece of cherry were fitted very carefully in there one could hardly tell that anything had happened."

Fifteen minutes before the beginning of the afternoon session of school, Thomas passed by the teacher, and, as he went by, handed her the knife that he had taken in the morning. She slipped it into her pocket with a quiet, "Thank you, very much," and Thomas went on to the fashioning of a piece of wood to fill the cavity made during the morning. When it was completed Miss B. inspected it, having been called there by a look on the boy's face, and two glances of the boy's eyes, one at her eyes and the other at the mended place in the desk. She looked it carefully over, passed her hand across it, nodded her head approvingly, and never said another word about it. That was the day she got hold of Thomas, and such were her wonderful resources in the way of suppressing the evil in the boy and bringing the better side of his nature to the front, that at the end of the term he had a good start in the right direction.

THE SCHOOL JOURNAL is the best paper I ever saw. You have my best wishes.
High Springs, Fla.

GERTRUDE CONE.

LESSONS IN PATRIOTISM.—II.

By EMMA L. BALLOU, Jersey City, N. J.

Teacher.—We decided in our last lesson that when we say our country is a free country, we do not mean that the people here are free to do wrong. We mean that our country protects us in doing what we choose, so long as we choose to do right, to do what will not injure anyone. Tell me some ways in which our country is a free country?

Nellie.—We can have any religion that we think is right.

Teacher.—Yes, this is called religious freedom.

It is every one's duty to decide for himself what is truth in religious matters, and to worship God in the way that his conscience tells him is the right way. Our country protects us in doing this, that is, we have freedom of worship. Do people in all countries have religious freedom?

Harry.—The Puritans didn't, and that was the reason they came to America.

Teacher.—You are right. The Puritans left their comfortable homes, crossed the ocean in their frail, uncomfortable little ships, and settled here in the wilderness, so that they might enjoy freedom to worship God in the way that they thought right.

And God had kept this land, kept it hidden in the hollow of his hand through all the centuries, waiting for the time to come when those who loved Him, and loving Him, loved right, should be ready to found here a great free nation where His oppressed could come and find freedom to do right.

There is much more religious freedom now everywhere in the world, than when the Puritans came here: still there are a few countries where it is not so perfect as it is here, and in some countries there is still much religious oppression.

Just now in Russia the Jews are suffering such persecution that already thousands of families have left for other countries. The Russian government will not allow them to own or farm land. It compels them to live in towns, shuts them out from the schools, will not allow them to be lawyers, or engineers, or physicians, or to hold government positions, and it oppresses them in other ways just because they are Jews.

Some countries that allow much religious freedom, still have an established religion, and all people must help support it whether they believe in it or not. In our country no religious oppression of any kind is allowed.

We have freedom of speech also. What does that mean?

John.—It means that we may say anything we want to.

Teacher.—Are you sure it means that? Are we allowed to slander people?

John.—No, ma'am; that is against the law.

Teacher.—Yes, and it is against the law to use obscene or profane language, though too frequently that law is not enforced. Freedom of speech does not mean that people are always allowed to say anything they choose, I will ask you some questions that may help you to understand what it means. When the government of our country, or state, or city, does what we think is wrong, are we allowed to say so?

Nellie.—I think we are, for I know I have heard people say things against the government?

Teacher.—Yes; we are not only allowed to think that the government is doing wrong, but we may say so too. Does that do any good?

Harry.—I should think it would make the men that are in office careful to do right for fear the people would make a fuss about it.

Teacher.—Yes; and not only that; discussing such questions, helps people to find out what are the best and right things to do, and the best way of doing them. For this reason, in our country the people may meet and freely discuss, in public, all political questions.

Freedom of speech is one of the rights that belong to every freeman; our government protects all its citizens in this right.

We have freedom of the press also. What does that mean?

Fred.—It means that we may have the newspapers that we want. There are a great many newspapers in this country; anybody has a right to publish them, and any boy has a right to sell them.

Teacher.—It means also that the newspapers are allowed to discuss all public matters freely. Is it an advantage to have a free press?

Harry.—I think it is, for people wouldn't be so wise if

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we didn't have so many newspapers. They tell about every part of the world.

John.—Men wouldn't know how to vote if they didn't read the newspapers.

Teacher.—You told me that our officers are elected by the people. When two or more persons are voted for by the people, which one is elected?

John.—The one that the majority vote for.

Teacher.—What do you mean by the majority?

John.—The larger number.

Teacher.—What is the lesser number called?

Fred.—The minority.

Teacher.—As the officers of the government are elected by the majority, the affairs of the government are conducted in the way the majority wish. But the minority have a right to some voice in the management of affairs and they get it through their newspapers. The newspapers on the side that is opposed to the government, influence the government to respect the rights of the minority. Beside that, the newspapers help to keep the government pure and just by publishing every wrong thing that it does.

The newspapers discuss freely and carefully every question that comes up for decision by the people and by the government, and aids them in finding the truth. A free press is one of the rights of a free people, and our government protects us in this right.

WHOSE FAULT?

John came through the door and faced the head of the department.

"What do you wish, John?"

"Miss S. sent me to you."

"Why?"

"Two or three of us boys were talking with one another about the new books in the case you put in our room. Miss S. called me out and stood me on the floor."

"Go on," said the principal.

"I asked her if I was the only one she heard talking."

"Go on."

"She said that I was impudent and sent me out to you."

"What tone did you use in speaking to her?"

"The same one I am using in talking to you."

"All through? Think."

"I was mad when she called me out and left the other boys in their seats, and probably showed it in my voice when I asked her the question."

"You have done wrong by your own report of the case. Go and see if you cannot arrange the matter with Miss S."

John started to leave the room when the principal said, "How are you going to fix the matter?"

"I am going to tell Miss S. that I am sorry for what I have done."

"Are you really sorry?"

"To tell you the truth I am not," said the boy.

"It is not a good plan to correct a wrong by committing a worse one, my boy."

"I can tell her that I will try to do better," said John.

"Go and see her."

Who was to blame for this outbreak in a class-room of thirty pupils?

A TALK WITH BOYS.

I am sure that each one of you boys wants to be a gentleman some time. No boy wants to be called a boor or a clown when he grows up. But why not begin at once to be a gentleman? You need not wait till you are five feet ten and can vote. Begin this minute, and carry yourself so that people will say, "What a perfect little gentleman Fred Brown is!" Set your hat straight, hold your head up, and take your hands out of your pockets. Don't say that you are a free-born American citizen and can sit in a roomful of people with your hat on. If you were the Great Mogul himself you would have no business to do it.

If you mean to be polite you must be so all the time or else you will seem to be acting a part. Be attentive to your mother and sister. You'll never find another friend so good as your mother—and surely your sister is entitled to the same courtesy as some other fellow's sister.

Be polite to people who are your social inferiors. That is the surest test of courtesy. The most polite gentleman I know has the same greeting for all people.

Be especially courteous to old or helpless people. Lots of boys are ready to carry a pretty girl's bundle, but are not willing to help an old woman with her burdens. I

once saw a man who was a modern Lord Chesterfield excuse himself to two ladies with whom he was walking, and help a lame old man get his wheelbarrow out of the ditch. Then he quietly rejoined his companions and resumed the conversation. "He's what you may call a gentleman," said the old man, looking after him, and he was right.

LOOK AT THE HEAVENS.

By G. L. MONCURE.

I make a practice of putting on the blackboard on the first of the month the remarkable occurrences in the heavens of the next thirty days.

These are what I have prepared for November:

Nov. 4, Last quarter of the moon.

" 6, Saturn in conjunction with the moon.

" 10, Uranus " " " " "

" 11, Mercury " " " " "

" 12, New moon

" 14, Venus " " " " "

" 17, Jupiter " " " " "

" 17, Mars " " " " "

" 19, First Quarter

" 24, Mercury farthest from sun.

" 26, Full moon—parting eclipse.

" 29, Mercury in conjunction with Venus.

These facts can be obtained from an almanac.

My plan is on Monday, the 3rd of November, to put the above where it will remain all the month. Then I ask them to see what takes place in the skies to-morrow. On the 5th we will talk about the moon, and sun, and earth and some one will illustrate by a rude apparatus when the moon is to be in the last quarter. (Apples are placed on my table generally, as the handiest apparatus.) On the 5th I call their attention to what will take place the next day and so of the rest. On Nov. 25 the position of the moon is explained by apparatus (she is then near her descending node; I say "point" and not "node"), and the fact that the earth's shadow is stretching out in the direction the moon is in at this time.

On the 27th I ask if there was an eclipse and explain that it could only be seen west of the Rocky mountains.

In this way, my pupils get the habit of scanning the heavens and learn to comprehend the great facts that are written there.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.

GEOGRAPHY.

By L. F. ARMITAGE.

Geography's a study

My views of which are muddy,

I wish that I might toss the book away.

And there's my sister Kitty,

Who's very smart and pretty—

She laughs at all the dreadful things I say.

O'er the last examination

I felt so much vexation,

For all the answers that I gave were wrong.

I said that Yokohama

Was in southern Alabama,

And the capital of Holland was Hong Kong.

And I said that the Nebraska

Was a river of Alaska,

And flowed into the Caribbean sea;

That the island of Tasmania

Was south of Pennsylvania,

And San Francisco on the Zuyder Zee.

And then I said Tampico

Was a town of Porto Rico,

The Andes mountains between France and Spain;

Also that Dutch Guiana,

Was southeast of Montana,

The Bay of Biscay on the coast of Maine.

What can be done about it?

I'd like to do without it.

I wish there were no cities, lakes, or bays,

No rivers, mountains, islands,

No lowlands and no highlands,

And then more happily would pass my days.

LITTLE DILLY-DILLY.

I don't believe you ever
Knew any one as silly
As the girl I'm going to tell about.
A little girl named Dilly.
Dilly-dilly-Dilly!
Oh! she is very slow;
She drags her feet
Along the street,
And dilly-dallies so!

She's always late for breakfast,
Without a bit of reason;
For Bridget rings and rings the bell,
And wakes her up in season.
Dilly-dilly-Dilly!
How can you be so slow?
Why don't you try
To be more spry,
And not dilly-dally so?

'Tis just the same at evening;
And it's really quite distressing
To see the time that Dilly wastes
In dressing and undressing.
Dilly-dilly-Dilly
Is always in a huff
If you hurry her,
Or worry her,
She says, "There's time enough."

Since she's neither sick nor helpless,
It is quite a serious matter,
That she should be so lazy, that
We still keep scolding at her.
Dilly-dilly-Dilly,
It's very wrong, you know,
To do no work
That you can shirk,
And dilly-dally so.

—The Nursery.

THE SMALL BOY AND HIS STRING.

What can a small boy do with a string?
Well, I should guess, about everything:
Make a cat's cradle; tie up a knot
In every place he oughtn't and ought;
Send his kite flying up in the air;
Sail his boat on the pond over there;
Make a stone-sling; and a red top spin;
Catch a small fish with the aid of a pin—
These are a few things, not nearly all;
So, under his knife, marbles, pop-gun and ball,
In a boy's pocket the bottom-most thing
Is always a piece of good stout string.

—SELECTED.

AT LAST.

When on my day of life the night is falling,
And in the winds from unsummed spaces blown,
I hear far voices out of darkness calling
My feet to paths unknown.
Thou who hast made my home of life so pleasant,
Leave not its tenant when its walls decay;
O love divine, O Helper ever present,
Be thou my strength and stay!
Be near me when all else is from me drifting,
Earth, sky, home's picture, days of shade and shine,
And kindly faces to my own uplifting
The love which answers mine.
I have but Thee, O Father! Let Thy Spirit
Be with me then to comfort and uphold;
No gate of pearl, no branch of palm, I merit,
Nor street of shining gold.
Suffice it if, my good and ill unreckoned,
And both forgiven through Thy abounding grace,
I find myself by hands familiar beckoned
Unto my fitting place.
Some humble door among Thy many mansions,
Some sheltering shade where sin and striving cease;
And flows forever through heaven's green expansions
The river of Thy peace.
There from the music round about me stealing,
I fain would learn the new and holy song,
And find at last beneath Thy trees of healing
The life for which I long.

—JOHN GREENLEAF WHITTIER.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.; price, 30 cents.

NEWS SUMMARY.

OCTOBER 13.—Light attendance at the socialist congress at Halle.—Negotiations between England and Italy relative to their African possessions soon to be resumed. Physicians decide that the condition of the king of Holland renders him unfit to reign.—By reason of the new U. S. tariff law, Spain proposes to restore the tariff of 1877.—Heavy gale near Halifax and several vessels wrecked.—Prof. Austin Phelps, father of Elizabeth Stuart Phelps, and the author of several books, died at Bar Harbor.

OCTOBER 14.—Canada decides to admit logs to the United States free of duty.—The heirs of Robert Morris, the Revolutionary millionaire and financier, to bring suit to recover 1,304,000 acres of land in Western New York.

OCTOBER 15.—The twenty-eighth anniversary of Lincoln's emancipation proclamation celebrated.—Several lives lost by the burning of a hotel in Syracuse, N. Y.

OCTOBER 16.—Cyclone in North Carolina.—The king and queen of Denmark entertained on board the U. S. cruiser *Baltimore*, at Copenhagen.

OCTOBER 17.—Canadians ask for an import duty on eggs from the U. S.—The sultan sells a portion of the African coast near Zanzibar to Germany.

OCTOBER 19.—The Mexican postmaster-general proposes to reduce the postage on letters.—The olive crop in Dalmatia destroyed by a hail-storm.—Ex-President Celman, of Argentine Republic, to be impeached for fraudulent practices.

UNITED STATES COINS.

The treasury department has decided to cease coining the three-dollar and one-dollar gold coins, and the nickel three-cent piece. The designs of the other coins will also be altered. The objection to the three-dollar and three-cent pieces was that they were out of place in a decimal system of money, and likely to be mistaken for other coins. On a casual inspection only the weight would show the difference between a new penny and a three-dollar piece, while the three-cent nickel is very much like the dime. It is believed that the designs can be greatly improved, but here caution is needed, lest the designs be made worse instead of better. As an instance of ugliness the "buzzard" silver dollar might be noted.

SLAVE-HUNTERS AND SLAVE-DEALERS.

The sufferings of the African tribes on account of the raids of the slave-traders have aroused the sympathies of the civilized world. It is estimated that every twenty-four hours over one thousand lives are destroyed in Africa by the slave hunter and the slave-dealer. About 400,000 human beings are sacrificed yearly to the brutality of the man-stealer in Central Africa alone. In addition to those that perish, the number of those that reach the slave markets are about as follows: from Western Soudan, 15,000; Eastern Soudan, 25,000; central region, 40,000. The emaciations, the fatigues, the blows, the long marches through swamp, desert, and jungle, the agonies, tears, groans, and sorrows indescribable of the slave caravan fairly appall the imagination. Many of the African tribes are not naturally war-like; but long experience with Arab slave-hunters has made them suspicious of all strangers. It was for this reason that Stanley was so often obliged to fight when he approached their villages. A few months ago a conference of European nations was held at Brussels to adopt means to suppress the slave-trade, at which the United States was represented, and approved of the treaty. It is said the Arab trader cannot be reached by moral suasion. The occupation of the country by Europeans, and the suppression of the use and sale of fire-arms seem to be the best means to suppress the trade.

FRANCE AND THE SAHARA DESERT.

As a result of the consent of France to a British protectorate in Zanzibar, the republic secures control of nearly the whole of the Sahara desert proper. This agreement makes France by far the largest landowner in Africa. Her territory extends from the Mediterranean almost to the gulf of Guinea. The Sahara is not the waste it was so long supposed to be. The treeless, waterless, uninhabitable barriers form by far the smaller portion. The larger part is inhabited and presumably always has been. Plenty of water is found along the great caravan routes to the Soudan, all but one of which lie within the area France now possesses.

LEPROSY.—A case of leprosy has been discovered in the penitentiary at Walla Walla, Washington. The victim is Thomas Burke, over whose whole body scales are forming. Burke was in the Hawaiian islands until last June, when he came to Port Townsend. What laws did the Jews make in regard to lepers?

IMMIGRATION.—In the nine months just ended 280,013 immigrants have landed in the United States. The August and September records were the largest in five years, being 27,394 and 33,224 respectively. What nations send the most immigrants to the United States, and why?

HARBOR IMPROVEMENTS.—Over one million dollars has been appropriated by congress for improvements in New

York bay and the Hudson river. The channel of Gowanus bay is to be widened and made twenty-one feet deep at mean low water. Considerable work will be done near Bedlow's island, in Raritan bay, and in the Arthur kill; also at Hell Gate, and in the Harlem and Hudson rivers. What work of art is located on Bedlow's island?

BELGIUM AND THE CONGO.—The Belgium authorities announce that during the eleven years the conquest of the Congo has been in progress, the lives of eighty-two white agents have been lost, and the cost has been \$5,000,000. The assertion that the country is unhealthy is denied; as, out of a force of one hundred and fifty men, only four have died in three years. Tell about the founding of the Congo Free State. What regulations were made there in regard to trade?

IMPROVING THE MISSISSIPPI.—The Mississippi river commission recently held a session in New York, appropriating \$3,000,000 for the lower part of the river and its tributaries. What is the value of the Mississippi to commerce?

SYDNEY LANIER.—A bust of Sydney Lanier, the poet, was unveiled at Macon, Ga. It is of bronze and mounted on a marble pedestal. Give a sketch of Mr. Lanier's life.

AN INDIAN JURYMAN.—The United States court opened at Sioux City, S. D., recently, with a full-blooded Sioux Indian on the grand jury. He is John Fastman, the chief and spiritual adviser of the Flandreau tribe. He is the first Indian grand juror, so far as known. Mr. Fastman is a Presbyterian minister, is well educated, and speaks English fluently. What are the duties of a grand jury?

PEACE IN DAHOMEY.—The French government has concluded a treaty of peace with the king of Dahomey, and the blockade has been raised. In war, what is meant by a blockade?

FREDERICK'S TOMB.—On October 18 Emperor Frederick's mausoleum at Potsdam was consecrated. Whom did Frederick succeed as emperor of Germany, and who succeeded him? Compare the Government of Germany with that of England.

FLOODS IN THE ORINOCO.—A large extent of country was flooded by the Orinoco river. One of the towns had three hundred and fifty houses washed away. Many plantations were damaged, and a large number of cattle drowned.

IRISH AFFAIRS.—The Catholic archbishops of Ireland have been summoned to appear at Rome in the early part of next year. It is probable that the bishops and archbishops will soon issue a series of resolutions regarding Irish affairs.

ARMOR PLATES AND GUNS.—Ship-builders and makers of steel met in Washington to arrange some plan whereby there will be no delay in receiving steel plates for the numerous naval vessels now building. It is also necessary to get the steel for the big guns more rapidly. How long have armored war ships been in use?

A PACIFIC CABLE.—A plan has been formed for laying a cable from Canada to Australia. It is proposed to have the government control it. Electricians see nothing in the way of carrying out the plan. The length of the cable from Vancouver, B. C., to Victoria, N. S. W., is 8,900 miles, but that would not be one stretch; there would be mid-stations at islands in the Pacific. The longest stretch would be 2,700 miles, and the others would average about 1,300. Who laid the first ocean cable?

UNITED STATES SENATORS.—The terms of twenty-eight senators expire next March. A political prophet says that the twelve Democrats will be succeeded by eleven of the same party. The Republicans are reasonably sure of holding fourteen of the other sixteen. California and New York (some say also Illinois, Wisconsin, and New Hampshire) are on the doubtful list. How are United States senators elected?

NEW YORK'S POPULATION.—The police recount of New York City makes the population 1,720,000—a figure over 306,000 higher than that given by the United States census officials. It is generally conceded that the late census is so full of errors that, as a basis for calculations, it is worthless. One paper cites it as an illustration of the need of "business methods" in conducting the affairs of the government.

JUSTICE MILLER'S DEATH.—The death of Justice Miller, of the United States supreme court, occurred October 13. He was the son of a Kentucky farmer, and had very few early educational advantages. His first professional work was as a physician, but he soon turned his attention to law, and was admitted to the bar in 1847. Mr. Miller was raised to the bench in 1862. In 1877 he took part in the proceedings of the Electoral commission. In pursuance of his motion the commission decided that it had no power to go behind the returns. Give an account of the work of the Electoral commission in 1877.

OF SPECIAL INTEREST TO PUPILS.

MEXICO.—There is a great future before this country on account of its location between two oceans and its perfect climate due to its high table land within the tropics. The completion of the lines of railway, now in hand, and of the Nicaragua canal will bring Mexico close in the tracks of the world's great lines of ocean commerce. The country's stability is more and more assured; the danger of civil war is decreasing. The men who formally, through fear of losing their money, hoarded it abroad, are now using it to develop their country's resources.

THE CITY OF THE AZTECS.—Mexico has the bustle and stir of a modern city, in place of the sleepiness of a few years ago. It is spreading out in all directions, and in a few years more the charming city of Tacuba will be united with the metropolis by an unbroken expanse of villas and high-class houses. Rapid transit will take a large part of the middle-class population into the suburbs. The city now has 400,000 people and is growing rapidly. The work of drainage, is being carried on, and Mexico will soon be turned into a healthy city.

GOVERNMENT OF CITIES.—Reform of government in cities has been discussed somewhat, lately. It is the opinion of good judges that party politics play too prominent a part in elections. Dr. A. D. White cites Manchester, Birmingham, and Glasgow, as examples of what good city government is. No one ever heard of a ring there, the best men serve on the city councils without pay, and conduct the affairs of the city according to business methods.

STEAM AS AN AID TO CIVILIZATION.—There is every indication that the African continent, the central part of which has been unknown to the world for so many centuries, will be a greater field than ever before for colonization and commerce during the next fifty years. The falls in her great rivers have prevented exploration, but the railroad and the steamship together will now open up an easy way into the heart of the dark continent.

PHYSICAL FEATURES OF AFRICA.—A few years ago there was a blank space in the center of maps of the continent in the school geographies. It has only been within the past decade or two that much was definitely known regarding the sources of Africa's greatest rivers. We owe our information to the labors of Baker, Stanley, Livingstone, and others. The entire sea-coast is low, swampy, reedy, and channeled by oozy creeks. This is but the rind—in some places only a few miles wide and in others several hundred—of the real Africa that has in the interior magnificent mountains and extensive lakes like Albert Nyanza, Edward Nyanza, Victoria Nyanza, Tanganyika, Leopold II., Nyassa, Bangweolo, and dozens of smaller ones. Out of those plateaus, thousands of feet high, run all those mighty rivers which constitute the greatest water system in the world, comprising the Zambesi, the Congo, the Niger, the Senegal, and the Nile.

LAKE TANGANYIKA.—This is six hundred miles inland from Zanzibar. It is an immense trough five hundred miles long sunk far below the table land which occupies the whole of Central Africa. Its waters are deep, clear, and brackish; and its high cliffs are sandstone, and in some places black marble. Stanley discovered that it has no outlet except at certain times, when the waters overflow through the Lukuga gap, thus going into the Congo and thence into the Atlantic ocean. When not full its waters pass off by evaporation.

THE ZAMBESI.—This river flows eastward across Southern Africa, and empties by many mouths into the Indian ocean. At one point in its upper course it runs through a wide valley which the water overflows in time of flood. Then it forces itself through a narrow defile where the water rises to a height of sixty feet above the original level. The river tumbles over a fall, bounds over boulders for many leagues, and then settles down to a more sober flow, spreading out to a mile or two from bank to bank. A thousand miles from the mouth are Victoria falls, 1,860 yards wide. The precipice over which the river tumbles is 300 feet high, or over twice as high as Niagara. Below the falls it winds through forty miles of hills, and then flows in a lazy course to the sea.

THE SHIRE AND LAKE NYASSA.—The main tributary of the Zambesi is the Shire river, that joins the principal stream only ninety miles from the ocean. The Shire is a strong, deep river, and twenty years ago was unknown. It is navigable half way up, when it is broken by cataracts, which descend 1,300 feet in 35 miles. Livingstone ascended it and found Lake Shirwa amid magnificent mountain scenery. Farther up is Lake Nyassa—about 300 miles long and 60 wide—the headwaters of the stream. Its shores are overhung by tall mountains, down whose sides cataracts plunge into the lake. These mountains get higher toward the north, until at the north end of the lake they are 10,000 feet high. The region adjoining the Shire is that over which there is a dispute between England and Portugal. England covets it because the river and lake form a comparatively easy route to the interior of Africa.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE TEACHING OF LANGUAGE.

I want to thank the Editors of THE JOURNAL for the first and second editorials of the Oct. 11 edition of THE JOURNAL. They have the true ring in them. I am so glad you champion as you do the teaching of language. I too, say, "Think of it!" To hang on bars, and hooks, and parallel lines, such grandly beautiful productions as the "Psalm of Life," "The Building of the Ship," or Tennyson's "Song of the Brook"!

Beautiful thoughts! and why wring the life out of them by twisting and wrangling about the "tense," or the "3rd. per. sing. poss." of some noun or verb, in these poems,—so full of life, so full of meaning, yes, so full of inspiration to the honest teacher. I say, I am glad for these, and all the many good articles you print. C. H. ALBERT.

Normal School, Bloomsburg, Pa.

LEFT-HANDED CHILDREN.

As to teaching left-handed children to write, I say (and my teaching covers nearly thirty years), I have never failed to train a child to use the right hand, except one whose parents interfered. No punishment is necessary; patience and watchfulness and praise for improvement; also little talks as to why it is better, for a child likes to have reasons, even before he can grasp them.

Nebraska.

J. W. K.

THE RECESS QUESTION.

A Nebraska teacher writes that there is a good deal of discussion about discontinuing the usual recesses, and asks for our views.

If there is no recess the teacher must be a better man than is generally put in charge of children. Is he one who can hold them and interest them for three hours at a stretch?

If there is no recess, pupils will need to go out once at least during the three hours—it is too long to confine them.

If there is no recess, ventilation must be attended to; in most schools now, the teacher at recess time opens windows and doors and lets in fresh air.

If there is no recess there must be a change of position; marching, gymnastics, in order to exercise the body.

If there is no recess there must be time taken to answer questions, etc., now generally done at recess time. On the whole, for the ordinary school, the giving of a recess has more advantages than disadvantages.

1. If they make too much noise in going out or coming in, or on the play-ground, the noisy ones must be retained until all the others have gone out, and the first bell must be for them to return. 2. If they get their feet dirty or wet, the teacher must prohibit such from going out. 3. If they learn bad things by associating with their fellows, the teacher must patrol the school play-ground, and know what is being done. It will not do for the teacher not to know what is going on in the playground.

I wish to thank you for the impetus THE JOURNAL has given me as a teacher. F. H. S.

Such a letter gilds the pathway of the editors. They do not labor with the expectation of large pecuniary rewards; they labor to advance the work of teaching; they aim to lift teaching out of its dreary routinism, and such a letter shows they have not worked in vain. Let others send in their words of encouragement.

MANY TOPICS SUGGESTED.

I have taught the summer term of my school under a good many discouragements. Our institutes here deal chiefly with studies, while it is discipline that troubles me most. Of course, method and good order are necessary in the school. I am able to carry out my program for the day in regard to lessons, but have not succeeded in having a quiet school. I am conscientiously opposed to whipping other people's children, think scolding more ineffectual and as undignified as whipping, and there are many serious objections to "keeping in." But that leaves me often in a quandary as to correction, which is often necessary. I have tried moral suasion, appealed to their pride, and offered every inducement that suggested itself to me. The gleam of cheer is that the majority are interested in their work, and love to come to school, though I think perhaps their desire to come to school is that they may escape from the hardships they meet at home.

There are many allowances to be made for most of my pupils. The people are generally poor, often quite ignorant, their homes uncomfortable, their lives hard and laborious. They have no pleasures except the "summer revivals," that seriously interrupt the school work. There are no resources at home, no books but a few text-books of different ages and degrees of dilapidation; seldom even the county paper is taken. Many of the patrons are tenants who may be here to-day, and to-morrow in Texas or Dakota. The school-room is small and crowded; two teachers in the same room, and not enough seats without much crowding and confusion. I fall short of what I wish to do, and I know I cannot do what is essential for their best interests, though I work hard, devote all my time to my school duties, and shed many tears, and offer many prayers for help.

It seems to me the method of examination of teachers is hardly a fair test of what a teacher can do. Those examinations are chiefly matters of memory. We are examined in ten studies, some of which our common country schools never reach. My last school had no class sufficiently mature to study physics, and with my hands so full I have had no time to review my long forgotten knowledge of that study. Now instead of taking much needed rest, I am compelled to study the laws of mechanics!

S. E. H.

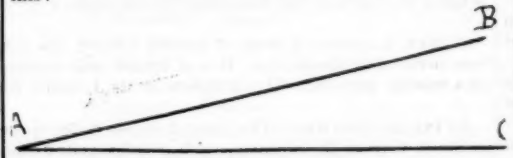
Aye, aye; you are in the forefront of the battle. We are in hearty sympathy with you. Much might be said in

reply, for you suggest many topics. But do not be discouraged; that you feel your inability is an excellent sign.

WHERE THE SUN RISES AND SETS.

1. Please tell us just where the sun rises and sets at different times in the year. East and west are hardly definite. 2. If there are two days in the year when the days and nights are of equal length all over the globe, how can the poles have six months of day and six months of night? Salem, Mass. M.

1. The sun rises in the east and sets in the west more nearly on June 21 of each year than at any other time. Then it rises and sets a little south of the east and west points day by day until December 21; it is at this time at the most southeastern and southwestern points on the horizon that it marks. Now it begins to near the eastern point in rising, day by day, until June 21. Why not set up two sticks in line, east and west? Why not on December 21 set up two sticks to the point of rising, December 21? You would get your whole school out early in the morning of that day if you should talk about it. It would be like this:



One of the sticks would be at A and the other at C on June 21; one of the sticks would be at A and the other at B December 21. Try this and let us know.

2. When the sun reaches the equator September 21 ("crossing the line" it is called) the days and nights are of equal length all over the earth. You can easily see how this is at the equator, but let us see how it is at the pole. There the day is longer than the night June 21; in fact it is all day. You would see the sun go around you. At six in the morning it would be in the east; at twelve in the south; at six in the west; at twelve (midnight) in the north. It would go around you in a circle, you see. Each day it would sink a little, and by September 1 it would be on the horizon. The next day it would be below the horizon and you would see a lighted space in the heavens going round you. It would be less apparent day by day; finally it would be dark and only the stars would be seen all the time. If you were one degree from the pole the sun September 21, would rise in the east and just get above the horizon and go around to the west point with his disk just in sight. The day would be twelve hours long at that place. But at the pole it would not be so.

In your next edition please name some plans for preventing whispering in school. C. C. W.

A good deal has been said on this point. Why do you not whisper in church? Now cannot you put your pupils into that state of feeling? Try it. But for devices to stop it until you are getting them into that state of mind: 1. Ask all to try not to be noisy. 2. Stop all work until the noise is over. 3. Praise all who have tried. 4. Don't talk about whispering as a mortal sin; it is not.

Please tell us if the pronoun can or cannot be used as an objective complement. If it can, please give examples. Preston, Kans. J. A. S.

The pronoun can be used as a complement. Examples from grammar of California State Series, p. 24: "My friend surprised me;" "We expect him to-morrow;" "Did the stick strike you?"

Can you tell me how to stop whispering and talking in school? I have two pupils who annoy me very much, though I have tried every method I know. Maryland. E. A.

No, nor would I if I could. I would rather tell you how to interest those pupils in behaving in a highly civilized and cultured way. Can you not breathe some ideas of etiquette into them?

Did the government fix a date for the end of the Civil war? I was in the service, and there is a law passed, I am told, which enables me to count war service as double time. S. W.

The surrender of Lee occurred in April, 1865, and the capitulations of the other Confederate armies followed a few weeks later; but there was fighting in Georgia during April, and in Texas on the 13th of May at Palmetto Ranch. A decision of the United States courts has fixed upon April 2, 1866, as the true date of the close of the war for legal purposes and a proclamation was issued to that effect. But Texas was excepted; for that state the date was put at August 20, 1866. Congress has not defined what shall constitute war service; the war department gives its own interpretation, and always makes it liberal to old soldiers.

I am teaching in a country school district in which the patrons and trustees are all uneducated. I teach primary reading, writing, spelling, and the alphabet all together by the script-word method. I do not use the spelling book, but teach spelling, definition, writing, punctuation, composition, invention, etc., from the readers, spelling books, and other books and papers. I have the respect and good will of all my pupils, but most of the parents are much dissatisfied and the board of trustees are anxious to have me use the "spelling" book all the time and teach by the A, B, C method. What shall I do? E. W. R.

Be very wise and tactful; show them that the pupils can spell well and know the A, B, C's. Explain to your older pupils that there is progress in education; they will tell their parents. Make yourself "solid" with your older pupils.

EDUCATIONAL NOTES.

STATE ASSOCIATIONS FOR MID-WINTER, 1890 AND 1891.

[Will subscribers please aid us in making this list complete?]

Colorado.—Dec. 30, at Denver.
Connecticut.—October 16-17-18 at New Haven. A. B. Field of New Haven, Pres't; S. P. Williams, Plainfield, Sec'y.
California.—Last week in December, at San Diego. James G. Kennedy, Pres't; Miss Mary E. Morrison, Sec'y.
Illinois.—Dec. 29, at Springfield. P. R. Walker, Rockford Pres't; J. M. Bowly, Litchfield, Sec'y.
Indiana.—Dec. 29, at Indianapolis. W. W. Parson of Terre Haute, Pres't; Anna M. Lemon, Bloomington, Sec'y.
Iowa.—Dec. 30, at Des Moines.
Kansas.—Dec. 29, at Topeka. D. E. Sanders, Ft. Scott, Pres't S. D. Hoaglin, Holton, Sec'y.
Massachusetts.—Last week in November, in Boston.
Michigan.—Dec. 22 to 24 at Lansing. J. J. Plowman, White Pigeon, Pres't; D. A. Hammond, Charlotte, Sec'y.
Minnesota.—December——. L. C. Lord, Morehead, Pres't; Miss L. Leavens, Sec'y.
Maine.—January 1-3, at Augusta.
Montana.—December 3, at Helena. J. R. Russell of Butte, Pres't; J. C. Templeton, Helena, Sec'y.
Mississippi.—December 23, at Jackson. J. J. Deupree, of Clinton, Pres't; J. J. Wooten, Oxford, Sec'y.
Nebraska.—Dec. 31 at Lincoln. Isaac Walker, Pembroke, Sec'y.
North Dakota.—Dec. 29, at Bismarck. M. A. Sherley, Pres't; W. M. House, Sec'y.
Rhode Island.—Oct. 23-24-25 at Providence. Rev. W. M. Ackley, Narragansett Pier, Pres't; P. A. Gay, Providence, Sec'y.
South Dakota.—Dec. 29, at Sioux Falls. H. E. Kratz, Vermillion, Pres't.
Vermont.—Oct. 23-24-25, Bellows Falls. E. H. Dutcher, Brandon, Pres't; W. E. Ranger, Landon, Sec'y.
Washington.—Dec. 31, at Spokane Falls. W. H. Heiney, Pres't.
Wisconsin.—December. L. D. Harvery, Oshkosh, Pres't; W. J. Desmond, Milwaukee, Sec'y.

THE "Bennett" law, now in force in Wisconsin, provides that children between seven and fourteen shall attend some public or private day school at least twelve weeks in each year, in the city, ward, or district where they reside—attendance to be consecutive; number of weeks to be fixed by the board of education, not to exceed twenty-four. It also makes a penalty for non-compliance, and allows an excuse from the school authorities on the ground of inability of the parents, physical or mental incompetence, and on proof being shown that instruction has otherwise been given for a like period of time in the elementary branches commonly taught in the public schools, or that the child has acquired such elementary branches. It declares that no school shall be regarded as a school unless there shall be taught therein, as part of the elementary education of children, reading, writing, arithmetic, and United States history, in the English language. It defines what is a "truant child," and provides for forcing it into educational institutions, and says that no child under thirteen years of age shall be employed or allowed to work by any person, company, firm, or corporation at labor or service in any shop, factory, mine, store, place of manufacture, business or amusement.

To all of this the Catholic church objects because they claim that it places their parochial schools under the supervision of the state. The Lutherans object because they say that they cannot keep a corps of English teachers in their schools, and also because they think that it transfers to the state the rights and duties of the parent. The religious press generally condemns the law.

THE state superintendent of public instruction for Arkansas, the Hon. Josiah H. Shinn, a man who ought to know if any man in that state does, says:

"There were no 'outrages' of any kind at the September election, 1890, in Arkansas. 'Outrages' upon the constitution of the National Educational Association cannot be offset by 'LIES—PLAIN, unvarnished lies' about Arkansas elections. Our fifty thousand colored voters—all we have—voted an unchallenged, untroubled ballot. They carried Jefferson county by forty-five hundred majority. They got equal and exact justice in Arkansas—far more nearly than in any other State in the Union, especially any Northern state."

There are other lies afloat except educational lies, but, like chickens, these uncomely things are seen to come home to roost. We are glad Mr. Shinn has nailed one, and we hope he has killed it.

THE Tri-county educational council met at Herkimer October 11. Supt. Ashley, of Little Falls, presided; Prin. J. Stewart was secretary.

Supt. S. Reed Brown, of St. Johnsville, was chosen president for the ensuing year. The vice-presidents were Prin. S. L. Vossler, Broadalbin; Supt. J. G. Service, Amsterdam; Prin. J. F. Stewart, Little Falls; secretary and treasurer, Prin. Frank S. Tisdale. "Uniform County Examinations" for pupils was discussed.

It was resolved that examinations be held by the teacher in conformity with the standard of the tri-county course of study; that a syllabus be prepared; that the school commissioners issue the question papers; that teachers forward the papers that pass seventy-five per cent. for a final review; that the first examination be held the first week of March, 1891.

The council adjourned to meet at Amsterdam in February, 1891. Mr. Geo. Fenton, of Broadalbin, made the council a present of the expenses for the occasion, and was given a vote of thanks by the society.

In several counties of New York state women are candidating for the office of school commissioner. The Republicans of Westchester county nominated last week Miss Lovenia M. Horton, of Port Chester, for this office; salary \$1,200. Miss Horton has made teaching her life work. She was educated in the Albany state normal school. After completing her course there she taught a public school in Milton for three years; then she became vice-principal, and for fourteen years was principal in the Union school in Port Chester. During the last seven years she has taught in a private school. She says: "Most of the teachers in our schools are women, and I think that it is reasonable to conclude that a woman knows best how to manage them. I have made teaching my life work, and I am interested in the latest methods. When I have found them better than the old I have adopted them."

PROF. C. H. MCGREW, the well-known institute conductor of the Pacific coast, will conduct a teachers' institute at San Luis Obispo, Cal., October 7, 8, and 9. He will be assisted by Mrs. Blachman.

The recent meeting of the New England Association of Colleges and Preparatory Schools at Boston discussed the way by which a college course can be reduced in length, and how far it is desirable for high schools and academies to give instruction in French and German, as a substitute for Latin, Greek, and mathematics for admission to college. The plan of Professor Shaler, in his recent article in the *Atlantic Monthly* was discussed. The new head of Amherst, President Gates, made the speech of the day in praise of the ideal standard, which it is the privilege and duty of the institutions of learning to defend, with all the faith that is in them, from the money-getting idea of the times, that is assailing the higher education with a force which it is the business of the colleges to resist.

The *Western School Journal* doesn't like the plan of limiting the members of the National Association to a certain number of delegates. Will THE JOURNAL propose a better way? As it now is, a report is ostensibly made to the members of the association and a vote called for, but the fact is, this report is made to a mass meeting of men, women, and children, all of whom vote, whether members or not. It has become a meaningless form, and so unworthy the largest educational organization in this country. An orderly way is demanded.

It is astonishing what erroneous opinions good men can hold and yet be good men. For example, Dr. Howard Crosby has said:

"Normal schools and state colleges should be extinguished. The state has no right to furnish any citizen gratis, with the instructions and remunerative advantages of a higher education."

This is about as wretched philosophy as could be advocated, and yet Dr. Crosby is one of the very best men in the world.

COMMON novels are bad enough for uneducated people, but they are too bad for teachers. The other day we heard of a young lady who is, at present, "substituting," but hopes to get a permanent place. During her leisure hours she reads literary trash, which she keeps very carefully, and as she reads constantly, she has boxes and boxes of them. "Don't you get the characters in different books mixed up when you take them all so seriously?" some one asked her.

"Law, no! I never get any of 'em mixed," she answered, complacently. "I never remember any of 'em long enough to get 'em mixed." This girl is making a very poor preparation for her life work, the result of which will be that she will cram her pupils' minds full of all sorts of text-book trash because she will not know what else to do. Poor soul! How much better it would be for her to read something that would do herself and her pupils some good.

PROF. S. B. SINCLAIR was elected president of the Ontario Provincial teachers' association; it was a good selection.

THE teachers in Georgia cannot get their salaries until four and sometimes six months after they are earned.

THE Interstate summer school has given out 1204 diplomas. It is the largest teachers' summer school ever held. If we allow an average of 40 pupils to a teacher, 48,000 children will have been reached by its influences.

MR. DUTHIE, in his recent address before the Educational Institute of Scotland said that "the child viewed simply as a grant-earner, is not placed in a healthy condition mentally or morally." We are glad Scottish educators are finding this out, but it has taken a long time.

THE Teachers' Association, of Wentworth, Ont., met Oct. 3. Prof. S. B. Sinclair, of the Hamilton model school, received a cordial welcome. His subject was "Primary Reading," and he had present four pupils of his own, who clearly illustrated his method. He would introduce and teach from objects of nature. He believes much in silent reading. If the pupil gets the thought he will soon learn to express it.

Mr. Sinclair gave a practical illustration of a primary reading-lesson, to a class of little ones present. By their knowledge of phonics, the children readily made out even difficult words, such as "abundance" and "remarkable." Some of the sight-reading was remarkable, no less for the correct pronunciation than for the expression with which it was read.

Mr. Sinclair also gave an address on "Child Study," recommending that teachers study every child carefully. This leads to a closer examination of ourselves and our methods and results in better work.

THE council of New York school superintendents, meeting last week in Albany, were agreed that persons entering state training schools should be at least seventeen years old, and hold at least a second grade certificate. It was decided that boards of education ought to have the right to establish a higher grade of qualification for teachers' licenses than prescribed by law. It was also recommended that retired public school teachers who have taught for thirty years, twenty years thereof in the public schools, be given an annuity of \$500 and that such annuity should cease whenever the annuitant becomes a non-resident of the state or shall receive from any source an income of \$500 or more. The act is not to be applicable to teachers who for the last ten years of their teaching shall have received an annual salary of \$2,000.

The question arose as to how the exhibit at the world's fair of the work from New York schools could best be made. The building of a school-house in Chicago for the accommodation of the exhibit from this state was favored. Superintendent Maxwell thought the work of preparing the exhibit should be left to Superintendent Draper, but the whole subject was referred to the next meeting.

THE advantage of having a good memory is so great that every means that may be taken to improve it should be employed. We have lately received a little pamphlet on "The Accretive System of Developing Memory and Thought," by James Pierson Downs, and published by E. H. Libby, Times building, N. Y. There are so many good points about Mr. Downs' system that we cordially recommend it to the attention of teachers.

NEW YORK CITY.

COURSES of study with conditions of enrolment and of degrees for the new school of pedagogy in the University of the City of New York are as follows: No one is to be admitted as a candidate for a degree who has not a diploma from a college or a New York state normal school, or its equivalent; no one can attain the Doctorate of Pedagogy without seven years' successful experience in teaching, in addition to the completion of the five courses of study; these courses are (1) history of education, (2) pedagogical psychology, (3) methodology and applied pedagogy, (4) literature of education and (5) pure ethics and philosophy; further, a "thesis for the Doctorate" is required. This means business. Here is a place where thoughtful students can learn the center and core of their profession. A new day is dawning, when the work of teaching will mean somewhat more than a mere temporary make-shift.

It seems that for three years in the City college of New York the professor of philosophy has lectured on pedagogics during the first term of the senior year, when psychology is studied by the class—his subjects dealing especially with the educational application of

psychology. President Webb says that "the history of education is treated to some extent, and, generally, in different portions of the philosophical course the practical application of philosophy, in its various departments, to education is brought out and emphasized. This is one of the most fruitful ways for making philosophical studies both practical and interesting; and in making pedagogical applications we awaken interest in the study of the philosophical branches themselves. In this institution this is one of the ways of making philosophy practical." While this isn't the way to make professional teachers, it is a step that shows the under ground-swell.

IN another part of THE JOURNAL will be found the advertisement of "A Christmas Holiday Pleasure Tour to Washington, D.C.," tendered the teachers of New York, Brooklyn, and Jersey City and their friends by the Pennsylvania Railroad Company. This is the third of these tours to the national capital organized by this company, the first leaving New York, December, 1888. The rate of \$12.50 for this year's tour, really includes so many good things that the tour assumes an aspect thoroughly appropriate to the season. Of one thing we are assured by experience, that what is promised by the Pennsylvania Railroad Company will be faithfully fulfilled.

WE have received a copy of a small eight-page monthly paper started by the pupils of grammar school No. 61, of New York. The whole of the work connected with the printing and publishing is done by pupils of the public schools. It is devoted to school news, stories, etc., and is a very creditable paper, both as regard to matter and the way it is presented. The name of the paper is *Our Own*.

ON October 6, 1890, in grammar school No. 76, Wyona street, Brooklyn, N. Y., Miss Sarah C. Sniffen, the teacher of the graduating class, celebrated the completion of twenty-five years of teaching. Her friends, by the hands of Pres. Hendrix, presented to her a handsome gold watch and chain, and a set of the household edition of the poets, handsomely bound in calf. Between two and three hundred friends, teachers, and former pupils were present to congratulate her, and a collation was served after the exercises.

THE date of the next (the second) meeting for mothers and kindergartners, held by the kindergarten committee of the Associate Alumnae of the Normal college of the College of the City of New York, will be November 5. The subject for discussion will be, "At what age shall children attend kindergarten?" HELENA TUSKA, Sec.

THE Teachers' Mutual Benefit Association of New York City has for its object the furnishing of an annuity to those of its members who, either by length of service or from failing health, or loss of reason, are incapacitated for further service.

The society has been entirely supported by the initiation fees and a certain percentage of the salaries of its members; but the time has come when it is no longer able to furnish this aid to those in need of it, without asking friends and sympathizers outside to "lend a hand." To this end, and that all may have an opportunity of aiding, it is proposed to hold a bazar in the Lenox Lyceum, under the leadership of Mr. De Freece, from the 10th to the 20th of December next.

Connected with this bazar there is to be an "educational exhibit" from the pupils of the public schools. Season tickets, one dollar each; can be obtained of the members. L. R. HOPKINS.

G. S. No. 42.

[This noble cause cannot help evoking a generous response.—EDS.]

THE New York College for the Training of Teachers, 9 University place, opened September 22, with 173 students in the training college, 253 pupils in the model school, and 1,210 students in special and extra classes.

The Saturday classes for those actually engaged in the work of teaching, but who are ambitious of professional advancement, are in the science of education, methods, of teaching, methods of teaching science, form-study and drawing, sloyd, and domestic economy.

WE hope no one will fail to read the advertisement of the Pennsylvania Railroad. It makes a fine offer for the holidays.

Do not experiment with unheated and untried medicines, but be sure to get Hood's Sarsaparilla.

BOOK DEPARTMENT.

NEW BOOKS.

CIVIL GOVERNMENT IN THE UNITED STATES. By John Fiske. Boston and New York: Houghton, Mifflin & Co. 360 pp. \$1.00 net.

The author in writing this book, confined himself to a limited amount of space, endeavoring to make a book that was suitable for schools and at the same time for general reading. Certainly his work as teacher and lecturer on the subject excellently fitted him for the task, and we think he has admirably succeeded in both these objects. He has not only pointed out what really exists, but has traced the origin of these institutions from their beginnings in the old world. For instance, he has shown how the township was originally the clan, and the county the tribe, while the hundred, as found in Maryland and a few other states, was an intermediate division between the tribe and clan. The importance of these smaller divisions is duly emphasized, much space being devoted to them, as they are the foundation of our system of representative government. He says truly: "If things in America ever come to such a pass that the city council of Cambridge must ask Congress each year how much money it can be allowed to spend for municipal purposes, while the mayor of Cambridge holds his office subject to removal by the president of the United States, we may safely predict further extensive changes in the character of the American people and their government. It was not for nothing that our profoundest political thinker, Thomas Jefferson, attached so much importance to the study of the township." These are words of warning that should be heeded at this time when there is such a marked tendency to centralization. It was in the school of the township that the people were trained in self-government and it is in the same school they must still acquire the knowledge by which they can judge of the acts of their representatives at the state capitals and at Washington. The author also in his clear, simple, condensed style, shows the scope and limits of taxation, describes English boroughs and cities, analyzes the government of our cities, and then proceeds to the treatment of the colonial governments, the state governments, the origin of the federal union, the federal executive, the nation and the states, etc. The volume contains the Articles of Confederation, the Constitution, Magna Charta, a part of the Bill of Rights, Fundamental Orders of Connecticut, New York Corrupt Practices Act, and the form of Australian ballot. Each chapter or section is supplemented by questions. Part of these relate to the text, and the remainder to kindred topics, and are calculated to stimulate thought on the part of the pupil. What it is desired to avoid especially is the memorizing of the text. With this excellent treatise in his hands the teacher ought to be able to arouse great enthusiasm in the study of our institutions.

A COMPENDIOUS FRENCH GRAMMAR. In two Independent Parts (Introductory and Advanced). By A. Hjalmar Edgren, Ph.D. Boston: D. C. Heath & Co. 293 pp. \$1.20.

The author prepared this volume with special reference to the requirements of American schools and colleges, and it is intended to meet the need of an easy and rapid introduction to reading, and of a critical exposition of both grammar and syntax. It is divided into two parts, each forming by itself an independent whole. The first part contains merely an elementary outline of the essentials of French pronunciation and accentuation, as well as accompanying exercises. The rules are few and simple. The second part is intended for a more critical study of the language after reading has been begun. Grammar and syntax are presented methodically, each by itself, exercises being arranged separately at the end of the book. The rules have been made concise, and the leading features of such difficult topics as the irregular verbs and the subjunctive are briefly outlined by themselves before details are given, lest the student become confused. A brief sketch of the main features of the historical development of actual forms has been included in Part II. It is presented in the merest outline only, as a suggestive introduction to the actual laws of language.

DEVELOPMENT OF ENGLISH LITERATURE AND LANGUAGE. By Alfred H. Welsh, A. M. Two volumes. Volume I, 506 pp. Volume II, 560 pp. Chicago: S. C. Griggs & Co., publishers. \$2.00 a volume.

When Prof. Welsh set out to write a history of English literature he had a herculean task before him, but no impartial critic of these volumes will say he has not done it well. From beginning to end they are marked by thoroughness, good judgment, and ripe scholarship. The style is bold, brilliant, lofty, and pure. The work is marked by originality in arrangement and the judicious use of facts accumulated by others. The student masters each question, in its place, and finds everything so systematic as to make the study a delight. For instance, under Raleigh we have the subheads Biography, Writings, Style, Rank, and Character. This excellent plan is pursued throughout the whole work. Prof. Welsh seems to grasp the whole subject in its logical order, and then has the happy faculty of presenting it to his learners by the most pleasing and instructive methods. The work is enough biographical to give it spice and personality, but its strength is in being historical in the highest sense of the term. It is a complete history of the growth and development of the literature and language of English peoples. Prof. Welsh's discussion of American literature of the nineteenth century in connection with English literature of the same period, is a valuable feature of the work. There are numerous selections,

both in prose and verse, throughout the volumes, so that in addition to the criticisms by the author one may read and form his own judgment. Those who wish to make a thorough study of English literature cannot fail to derive great pleasure and benefit from the work; in fact, it will be an unfailing source of delight to students of our literature.

RECREATION QUERIES IN UNITED STATES HISTORY WITH ANSWERS. By C. L. Gruber, M. E. Boston and Chicago: New England Publishing Co. 136 pp. 75 cents.

History, politics, and literature are covered in the six hundred questions and answers in this little book. They cannot fail to increase an interest in, and a love for, the study of the history of our country in all its phases. Often a question and answer will start the pupil on a line of investigation that will greatly increase his knowledge and enthusiasm for school-room work. Such will doubtless be the effect of many of these. There are also a number of historical conundrums with answers; historical expressions with key, giving author and circumstances connected with each; and one hundred popular names of historical persons. The book furnishes school-room recreation of a very profitable kind. There is no need of our suggesting to the wide-awake teacher how it may be used; such a teacher will find plenty of ways of using such a bright little book.

THE VETO POWER: ITS ORIGIN, DEVELOPMENT, AND FUNCTION IN THE GOVERNMENT OF THE UNITED STATES. By Edward Campbell Mason, A. B. Edited by Albert Bushnell Hart, Ph. D. Boston: Ginn & Co. 232 pp. Mailing price, \$1.10.

This paper covered volume is No. 1 of the "Harvard Historical Monographs," a series which promises to be of inestimable value. The preparation of the thesis began in the fall of 1887, in one of the historical research courses of Harvard university and has been continued most of the time since, as undergraduate and graduate work in connection with the university, under the direction of Prof. Hart. This is a pretty good guarantee that the work has been done thoroughly and as accurately as possible, considering the labor and care required to collect the matter from voluminous public documents. Errors may have crept in and the author will be happy to acknowledge the correction of such mistakes as may be discovered. It will pay historical students to read this monograph and continue their investigations further, as there is no subject connected with our government more interesting than this. The veto power was exercised by Jackson, Tyler, Polk, Pierce, Buchanan, Grant, Arthur, Cleveland, and other presidents, and is the most formidable weapon the executive can employ to defeat bad measures.

SEVEN THOUSAND WORDS OFTEN MISPRONOUNCED. By William Henry P. Phylle. Seventh Edition, with supplement. New York and London: G. P. Putnam's Sons. 499 pp. 75 cents.

It is hardly necessary to say anything about the need of accuracy in pronunciation, and yet there are persons, even among teachers, whose conversation shows a surprising degree of slovenliness in this respect. The teacher who wishes to be a model for the school in respect to pronunciation should study this book. All can learn something from it, as no one is always accurate in the use of words. The book is small, but full of meat. The list of words is very complete and includes only such as, through inherent difficulty or carelessness on the part of the speaker, are liable to be mispronounced. There is a list of twenty-five hundred proper names, and also one of common words and phrases from foreign languages that might give difficulty. The system of marking words is practically the same as that employed in Webster's and Worcester's unabridged dictionaries; and the principal authorities consulted are Worcester, Webster, Stormonth, and Haldeman. Attention is given to French and German sounds occurring in many familiar words, and the necessity for adopting them into our language is recognized. The chapter on "The Sounds of the English Language,—both Native and Adopted," should be carefully studied.

REPORTS.

THE THIRTY-FIRST VERMONT SCHOOL REPORT, 1890. Hon. Edwin F. Palmer, superintendent.

In accordance with the law, four uniform and nearly simultaneous examinations were held during the year. It is hoped that they will prove effective in breaking up the pernicious practice of employing the same teacher but one term. The town system is favored for the purpose of equalizing taxes among the districts. A combination of small schools is also favored. Pupils learn more in a school of fair size than in a small one. It was found that there were 141 schools of not more than six pupils, and 451 of not more than twelve. It is evident that a large number of these districts ought to be united with other districts.

SIXTEENTH ANNUAL REPORT OF DISTRICT NO. 1, ARAPAHOE COUNTY, COLO., 1890. Hon. Aaron Gove, superintendent.

Denver is noted for its fine buildings and among them, we are happy to state, its school-houses rank very high. A young city has the advantage over an older one in being able to take advantage of all the modern improvements. One of these model school houses is the Corona building, which has just been completed. The work of teaching is improving from year to year. About 2,000 volumes of various authors adapted to the scope of the pupils' vocabulary, are in the schools from which classes read once each week. Several of the larger buildings are provided with large and carefully selected libraries. Extraordinary preparations for the effective conduct of drawing was made during the year.

ANNOUNCEMENTS.

D. LOTHROP COMPANY have just published "Finding Blodgett," the story of a boy and his dog, by George W. Hamilton; "A Real Robinson Crusoe," edited by J. A. Wilkinson; "How New England was Made," by Francis A. Humphrey; a cloth,

illustrated edition of the famous "Black Beauty"; "Out-of-Doors with Tennyson," edited by Elbridge S. Brooks, and the bound volumes "Babyland," and "Little Men and Women," for 1890.

THE CASSELL PUBLISHING CO. will issue during the fall "Flower de Hundred, the Story of a Virginia Plantation," by Mrs. Burton Harrison. The story gives a picture of Southern life such as has never been put on paper before.

THE SCRIBNERS bring out cameo editions of Thomas Nelson Page's "In Ole Virginia," and George W. Cable's "Old Creole Days."

D. APPLETON & Co. will publish in book form Miss Molly Elliot Seawell's story, "Little Jarvis," that took the five-hundred-dollar prize offered by the *Youth's Companion*.

HARPER & BROS. have among their recent publications an "Illustrated History of Ancient Literature," by John D. Quackenbush, professor of the English language and literature in Columbia college. This edition has been carefully revised and a good bibliography added.

BRENTANO'S announce a fac-simile edition of the manuscript of Dickens' Christmas Carol, in the form in which it left his hands.

ROBERTS BROTHERS have the following books on their list: "Our New England," her nature described by Hamilton Wright Mable and some of her familiar scenes illustrated; "The Day's Message," a brief selection of prose and verse for each day in the year, chosen by Susan Coolidge; "In My Nursery," rhymes, chimes, and jingles, for children, by Laura E. Richards.

JOHN B. ALDEN'S publication, "The Struggle for Bread," by Leigh H. Irvine, is a discussion of some of the wrongs and rights of capital and labor.

S. C. GRIGGS & Co. will soon issue "Civilization; an Historical Review of its Elements," by Charles Morris.

FUNK & WAGNALLS announce that they have arranged for the authorized publication of Edwin Arnold's long heralded new poem, "The Light of the World."

MAGAZINES.

Margaret Sidney contributes to the November *Wide Awake* a striking dialect story. There is also found in the number an account of four Thanksgiving dinners given by Mrs. Hayes in the White House. One of the most touching and beautiful stories of the Civil war is that of "Golden Margaret," told by James C. Purdy. Under the title of "A Modern Hero," is given the romantic life story of Dr. Samuel G. Howe, the subject of Whittier's fine poem "The Hero," who fought in the Greek Revolution and won greater victories in giving eyes to the blind, and the dumb a voice.

We have received the first number of a paper called *Free Russia*, published in New York and London by the Russian American National League. The editors are S. Stepniak and V. Volchowsky, and the New York publication office is 321 Broadway. If one looks for articles in this paper inciting men to murder and violence he will be disappointed. The tone is very moderate considering the subjects treated. The stories given of the treatment of political prisoners are heart-rending. It is the object of the paper to create a sentiment among English-speaking people that shall force the Russian government to relax its rigor. All friends of freedom will bid them God speed.

The issue of *Architecture and Building* (23 Warren street, N. Y.) of October 4 is devoted to the study of school-house architecture, from both the point of view of the teacher and the architect. The issue contains twenty-one different designs by architects who have achieved distinction in designing buildings for school purposes. The number is sumptuously illustrated, containing sixteen double-page plates on super paper, and is, we believe, the largest issue ever published of an architectural journal. There are articles by Supt. Draper, Dr. Wm. T. Harris, and Col. R. T. Auchmuty. A member of the editorial staff describes the details of construction of the new buildings in New York City.

Anna E. Bryan begins the special lessons for primary Sunday schools in the October *Kindergarten*. The "Systematic Science Lessons" will be welcomed by all primary teachers, as will also the "Typical Lessons." Mrs. Annie Payson Call, one of the most lucid writers on physical culture, has a very helpful paper on "Expression in the Kindergarten." The number also contains valuable articles on manual training and kindred subjects.

The *Ladies Home Journal* for November has an article by Campanini, the famous tenor, on "How to Train the Voice." This number has the first instalment of a serial story by Miss Sarah Orne Jewett.

Charles Dudley Warner writes of California in *Harper's Magazine* for November under the title of "Our Italy." It is enriched with many illustrations from photographs and from drawings by distinguished artists. Lafcadio Hearn describes "A Winter Journey to Japan," by way of the Canadian Pacific railroad and the line of Pacific steamships from Vancouver and Yokohama. Students of political economy, and all advocates of civil service reform, will be interested in an article on "Switzerland and the Swiss," by S. L. M. Myers. There are poems by Julian Hawthorne, Jose Hawthorne Lathrop, Annie Fields, Archibald Lampman, Dr. S. Weir Mitchell, and Bliss Carman, besides a great many other things of value and interest.

The opening article in the November *Popular Science Monthly* is by Herbert Spencer on "The Origin of Music." Prof. Mendenhall treats the subject of the "Relation of Men of Science to the General Public." Frederick L. Sargent gives a popular account of "The Root-Tip" of a plant, the way it grows, the work it does, and its behavior when subjected to unnatural conditions. "School Life in Relation to Growth and Health," is the title of a paper by Prof. Alex. Key, of Stockholm. Prof. Key maintains that the studies of children, as now ordered, do not allow enough time for rest and growth, and urges a reform in this respect. In "The Logic of Free Trade and Protection" Arthur Kitson subjects the doctrine as stated by Blaine to a severe criticism, on the ground of not being a logical outcome of existing facts.

Microscopic Enemies.

The experiments of modern physicians and scientists have established the fact, that many of the germs of disease enter the human organism by the inhalation of air laden with these bacteria or microbes. As their name imports, they are very small, but their work is deadly. Still, many of these are harmless to a person in health. But if any organ is diseased, it is first attacked. The experiments of Pasteur, Koch, and others have shed much light upon this important subject. Up to the present time these researches have benefited science more than humanity, and have proved very destructive to dogs and rabbits. Meanwhile the "expectant public" is allowed to derive all the comfort possible from this addition to their store of knowledge. As we can do so little to destroy these minute enemies, the most natural and sensible course to take, it seems to us, is to strengthen and revitalize the system, so as to enable it to repel and resist their destructive influence, and it seems also very appropriate that the vitalizing element should enter the system through inhalation. Such a vitalizer is Compound Oxygen. But examine the evidence, and judge for yourself. If you wish to do so, send for our brochure of 200 pages, a Treatise on Compound Oxygen, and giving accounts of many remarkable cures in the most obstinate chronic cases. Sent free. Address DR. STARKIE & FAIR, 1529 Arch St., Philadelphia, Pa., or 120 Sutter St., San Francisco, Cal.

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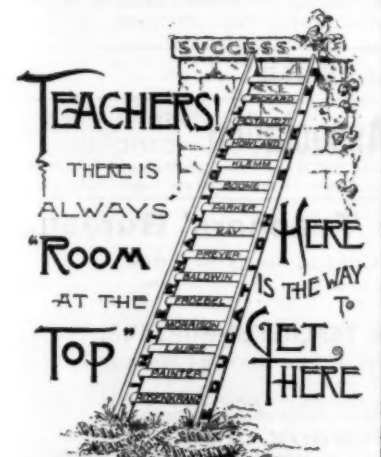
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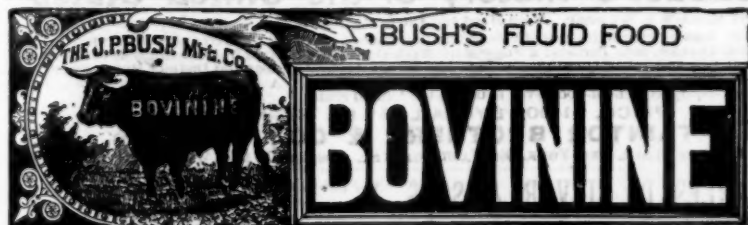
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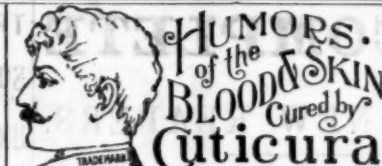
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The llama, and its cousins the alpaca, or paca, and the smaller vicunia, find their most agreeable home on the highly elevated plains or mountain-tables of the Andes. Between eight and ten thousand feet high is their favorite altitude, and they are apt to suffer or die when compelled to live on lower levels. The alpaca is a variety of the llama remarkable for the length and fleecy softness of its hair; its head is shorter than that of the llama, and the texture of the fleece is very peculiar, inasmuch that for the manufacture of a variety of textile fabrics it has recently become extremely valuable as an article of commerce.

The color of the alpaca is very variable: some individuals are jet-black, others brown, pied, or spotted. The Peruvians do not employ this animal as a beast of burden in their native country, but prize it solely on account of its wool, of which pouches are made. The vicunia, another variety of the same race, is not larger than a sheep; its hair, or rather wool, is extremely soft and so fine as to be employed in the manufacture of the most costly fabrics.

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